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AUTHOR Beery, Keith E.

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ABSTRACT

Presented is the final performance report of Project Catalyst, a program designed to evolve a process in action to maximize skills, interpersonal relations and personal job satisfaction among principals, teachers and pupils (both handicapped and nonhandicapped) in mainstream settings. Covered in Section I, "Framework", are a statement of the problem, background and rationale for the project, goals and objectives, basic assumptions, process models, and process overviews. Section II "Procedures and Progress", follows the implementation of the program from the selection of ten schools through the 3 years of the program; and includes information on such procedures as surveys, meetings, workshops, and evaluations. Appended are such items as the Principal's Skill Scale, pupil and teacher ratings, rating results, and the diagram of the teaching-learning-caring matrix. (IM)

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FINAL PROGRAM PERFORMANCE REPORT

PROJECT CATALYST

Keith E. Beery, Ph.D.
Project Director

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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OVERVIEW

Project Catalyst was a Special Project which was funded for three years (1971-1974) by the Division of Training Programs, Bureau for the Handicapped, U. S. Office of Education. The basic purpose of the project was to develop a model which might be used by state departments of education, universities and others to assist building principals in creating ongoing staff-development programs which focus upon use of available resources and the needs of moderately to mildly handicapped children in "mainstream" settings.

Rather than having preconceived notions as to how this purpose might be met, the project employed a special education professor and a management/staff development consultant to explore means for meeting this purpose with a consortium of volunteer elementary school principals and their schools. It is important to note that the project did not provide schools with additional personnel or with financial assistance beyond minimal project development needs. In the belief that these principals and schools should be in the forefront in developing a viable model, the consultants acted as facilitators who asked questions, reported observations and assisted in ways other than "directing." The consultants gradually phased themselves out of the project. They worked on the project approximately full time the first year, half-time the second and practically not at all the third year.

Participants gradually developed and refined goals, measurements and procedures. In essence, they decided to assume that major improvements for handicapped pupils required an indirect approach in which, more or less sequentially, principals improved their own educational leadership skills and attitudes so they could help improve teacher skills and attitudes so that, in turn, schools and classrooms would become more individualized and personalized through pooling of ideas and morale support among general as well as special education personnel. They also assumed that each school in the consortium was quite different and should develop individualized approaches to these molar goals, although progress would be maximized for each through sharing of ideas and support across schools and through use of some common measurement devices and procedures.

By the conclusion of the formal project, two of the ten original schools had dropped out of the consortium, but a number of others joined without benefit of additional funding. Individualization of instruction in regular classrooms increased significantly, the number of pupils who had originally been pulled out of regular classrooms on a part-time or full-time basis for special help was reduced by over 50 percent and the rate of academic learning for both "regular" and "handicapped" children (as measured by state reading tests) was increased by approximately 20 percent over comparison groups.

The model which was developed was distilled in written form and is now being utilized and tested by similar pilot consortia with indigenous personnel and funds in a variety of other states.

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I. FRAMEWORK

PROBLEM

The numbers of children with mild to moderate difficulties in our schools has reached alarming numbers. Rubin and Baylow's study (1971) of a normal sample of 1000 infants in Minnesota, for example, indicated that 41 percent of these children had been labeled as having behavioral and/or learning disorders by the time they finished elementary school. Obviously, our schools are not preventing and are likely to be creating such disorders. Even if we had huge cadres of special education personnel to meet the needs of these children in "pull-out" situations, we would be dealing with symptoms rather than causes of most of their problems. Furthermore, the field of special education has increasingly come to question the efficacy of pull-out approaches to most of these symptoms. Thus, we must explore ways in which general education, of which special education is a sub-system, can prevent and/or ameliorate the growth of numbers of children in difficulty. We must go to the source and "the mainstream" and cooperatively search for improvements there.

BACKGROUND AND RATIONALE

This project evolved from efforts over the past ten years on the part of the principal investigator to assist mild to moderately handicapped pupils in regular classroom settings insofar as possible. The progression of efforts was somewhat as follows:

1. Individual evaluation of pupils and individual consultation with their teachers and parents. Although successes were had, the comprehensiveness and/or system impact of this approach was often minimal.

2. Multi-disciplinary team evaluation and recommendations from a university base. Comprehensiveness and initial impact increased, to some extent, but was usually inadequate because the team was able to interact only with the child for a short time and had little or no contact with parents, teachers and the existing educational environment (teacher skills, class composition, etc.).

3. Multi-disciplinary team evaluation and recommendations from a community clinic base. Although contact with parents and educators increased, the same basic shortcomings of a university base were encountered.

4. Multi-disciplinary team working in the school environment. A sophisticated team was transported into the educational environment so that it could work simultaneously with pupils and with their special and regular support personnel. The approach was highly successful for both pupils and educators until the team left, at which time the system tended to return to where it was initially. In addition to this major flaw, the approach was too expensive for adoption by most systems.

5. Rather than a team, a teacher with both special and regular classroom experience went into schools for the purpose of helping one teacher already employed in a building (usually a special education teacher) to spend at least 50 percent of his or her time in facilitating the in-service growth of other teachers in the building. The approach was very successful in some cases, but failed in others for lack of (a) principal support and/or (b) appropriateness of the model to the desires and needs of that building.

6. Catalyst: Supporting the principal and staff in creating their own individualized improved approaches to education in general and to effective mainstreaming in particular. In order to capture and generate both the maximum motivation and the maximum resources for improvement in a building, it was finally recognized that the principal and general staff must be given and supported in the lead to create their own models of approach. It was further recognized that most buildings have at their disposal all of the resources that are needed to do an outstanding job of mainstreaming. All that is really needed is an improved means for continuous pooling of these available resources among both general and special services. Such pooling requires that everyone in the building, beginning with its leader, confront and commit themselves to continuous growth through sharing of ideas and morale support for one another. In such an atmosphere, it should eventually become much easier for a special education teacher to help a regular classroom teacher and vice versa. However, it will probably be necessary and desirable in most buildings to lay the groundwork for such exchanges by facilitating open, helping interactions among regular classroom personnel first. Furthermore, in fact, a process which allows regular classroom personnel to continuously grow through the sharing of ideas and support among themselves is all that will usually be needed to generate a level of individualized and personalized instruction sufficient to productively meet the needs of most mildly to moderately handicapped children.

Open exchange of ideas and support for continuous personal growth sounds simple, but it is risky business for many educators until they find that their work environment is genuinely supportive of them as people and as professionals. It is essential that the group leader model the personal growth process if others are to be encouraged to try it. Thus, a personal growth system for principals must be established, lived and made visible to staff. Such modeling, combined with the skills and attitudes which the principal develops to aid staff in their own growth, opens the door to creative staff and organizational development.

Without ongoing staff and organizational development, there is little chance that any mainstreaming delivery system, no matter how good it looks on paper, will thrive. The people in a system and their interrelationships are the system. The degree to which these people create and modify their mainstreaming (or any other) model is the degree to which it will succeed. One cannot legislate or court-order successful mainstreaming programs. They must be gradually built by the people who are to serve the child. In particular, the programs must be built by the general educators in a building.

It's a matter of making haste slowly in order to become effective. It's a matter of plowing the field and preparing the soil of general education if the seeds of special education are to take root and grow.

GOALS AND OBJECTIVES

The molar goal, as indicated, was to evolve a process in action (rather than to forecast one on paper) which would assist elementary building principals to create organizational and staff-development programs which focus upon use of available resources and the needs of moderately to mildly handicapped pupils in mainstream settings. More specifically, the goals were to maximize:

(1) Skills
(2) Interpersonal Relations
(3) Personal Job Satisfaction

among Principals, Teachers and Pupils (both "Normal" and "Handicapped") as indicated by the following nine-cell evaluation model, the ultimate test of success being the degree to which improvement was shown for handicapped pupils in mainstream settings.

GROWTH

	Skills	Interpersonal	Personal
Pupils			
Teachers			
Principals			

In terms of objectives, the criterion of a 50 percent increase in rate of growth in each of these areas was established. In addition, objectives of (1) a 50 percent reduction in numbers of pupils receiving remedial instruction in situations where a regular classroom teacher is not present and (2) a 50 percent increase in numbers of teachers who have individualized their reading programs according to criteria defined by a faculty-elected committee on individualized instruction were established.

BASIC ASSUMPTIONS

Although the project was very unstructured in the beginning, creation of effective structures or processes being the basic goal, we did start with some assumptions about people and about organizations. These assumptions have proven to be of great importance throughout the project. We subscribed to a human hierarchy of needs notion, citing Maslow's (1954) specifically. We endorsed McGregor's (1960) Theory Y concepts of people and organizations:

1. Work is as natural to man as play and rest.

2. Man will use self-direction and control when he is committed to objectives.

3. Man learns, under proper conditions, to accept and to seek responsibility.

4. Creative ability is widely dispersed among individuals.

5. Man's potential is only partially utilized.

As the project progressed, we added to or modified these assumptions, increasingly in the direction of notions that all people can and want to grow, that human growth results primarily from mutual problem-solving interactions with others, that human differences are valuable, that the "system" is people and their interactions, and that people can and must maximize control over their own destinies while being responsible to self and others. While realizing that these assumptions are broad and seemingly distant from means for meeting the specific needs of handicapped pupils, we have learned from the project that such assumptions were crucial to its successes. The assumptions and many other

details generated in Project Catalyst are to be found in the guideline booklets which were generated, copies of which are on file with BEH and which can be obtained from the Principal Investigator at the Institute, Box 4217, San Rafael, Ca., 94903).

PROCESS MODELS

The basic process adopted in the beginning was an "action research model":

(1) Participants' perceptions of problems and needs

(2) Consultation

(3) Data gathering

(4) Data feedback and interpretation with/ among participants

(5) Joint action planning

(6) Action

(7) Data gathering (reassessment)

(8) Joint action planning

(9) Action

(10) Etc. (recycle)

Thus, the basic style of the project was to start and then to constantly reassess and modify as needs were indicated. In addition to this basic approach, the following was one of the earlier process models generated by the project:

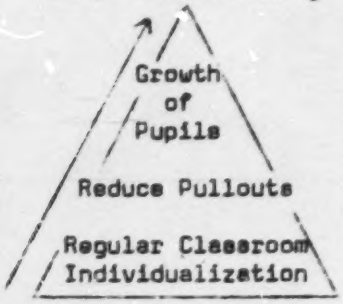
III. Mainstreaming

II. Staff Development

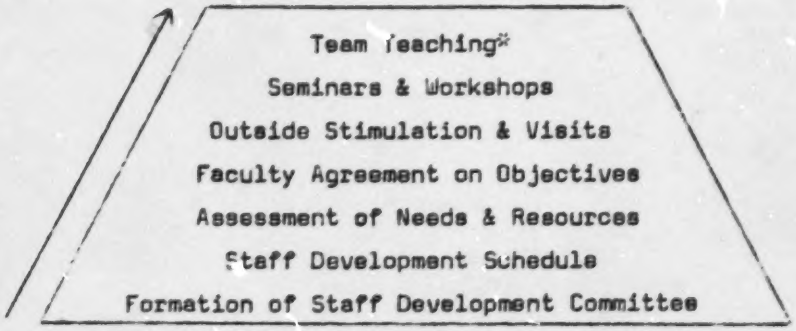
I. Management Development

Breakdowns of this model were as follows:

III. Mainstreaming

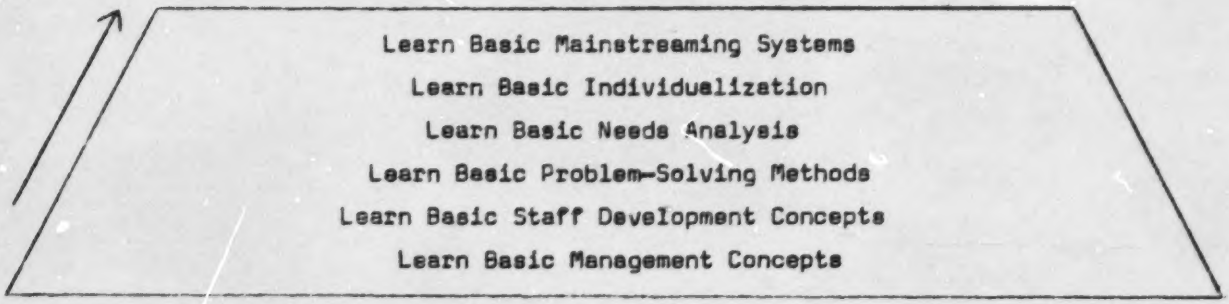


II. Staff Development



* Some form of practicum; needn't be full-time teaming.

I. Management Development


Learn Basic Mainstreaming Systems
Learn Basic Individualization
Learn Basic Needs Analysis
Learn Basic Problem-Solving Methods
Learn Basic Staff Development Concepts
Learn Basic Management Concepts

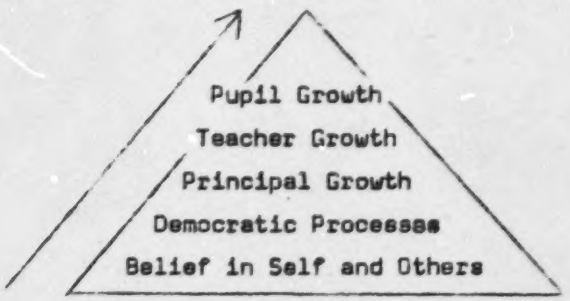
By the end of the first year, when we analyzed our successes, the process was further conceptualized as follows:

Process Overviews

At its simplest level graphically, the Catalyst process looks something like this:

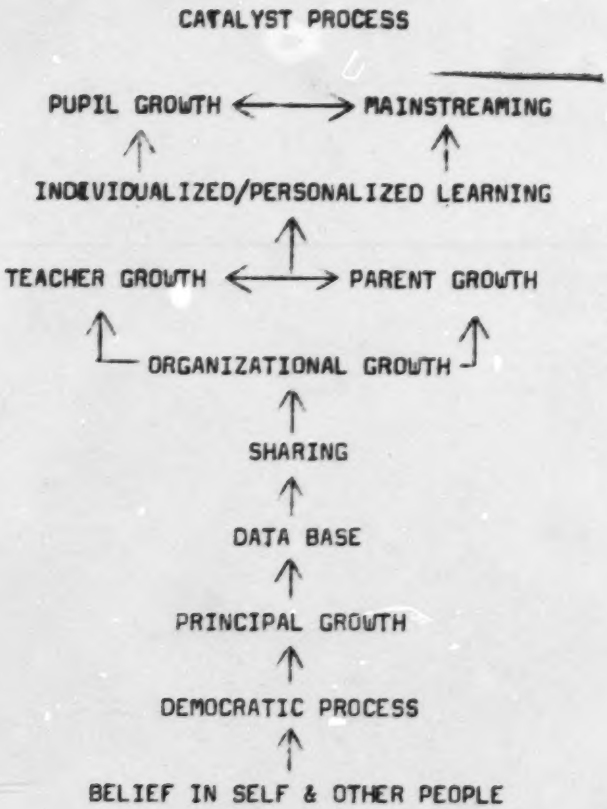
In words, two or more people agree to engage in a process of mutual growth. Each starts with self (as opposed to each trying to change the other) and asks others to provide information and moral support in this self-development effort. They create an environment (e.g., opportunities to interact constructively) which will enhance their efforts to grow together.

A little more specifically, the process looks like this:



The foundation of the approach is a set of positive assumptions about people which the group will try to support in their day-to-day behaviors. Belief in self and others leads to creation of a democratic environment in which principal growth facilitates teacher growth which, in turn, facilitates pupil growth.

Finally, Figure I presents a somewhat expanded model of the Catalyst process showing major steps in a fairly sequentialized manner. In practice, activities often overlap one another.



The Catalyst process might be dubbed "tough-minded humanism" because we think that love is very basic but is not enough. If we adults are to grow, just like the children, we need objectified information to help us know what we are doing well and what needs to be worked on. Data basis for group decision-making is a critical need, as is data basis for individual decision-making in a democratic environment.

Meaningful data help us to (a) feel good about our successes and (b) set goals for further improvement. Sharing, the exchange of ideas and support among peers, becomes the major method for accomplishing individual and group goals. One of the outcomes of sharing is organizational development, procedures which facilitate goal attainment. The Catalyst process particularly emphasizes development or organizational procedures that promote ongrowing teacher growth.

Parent growth is considered to be a very important area in the Catalyst process, but the timing of parental involvement is a point about which many people differ. Some individuals and schools believe that parents need to be brought into the process at the very beginning. Others feel that the school needs to get itself together "in house" before parents and other community members are involved extensively. Whatever the timing plan that is followed, we believe that parents must eventually become deeply involved in the life of the school if the professional staff is to maximize its effectiveness and enjoyment.

As teachers and parents grow in their abilities to individualize instruction, as they help children to individualize their own instruction, it becomes possible and very desirable to include a broader range of differences in "regular" classrooms, to include presently "sidetracked" children in the mainstream of life. When a teacher freely chooses to "mainstream"in the context of a relatively strong individualized program, we have found that the program for all children is enhanced and that the teacher experiences greater job satisfaction than when teaching to a narrow range of differences.

As the educators in the project define their own strengths, needs, goals, and means for meeting them through various forms of sharing and caring, we see a rapid growth in programs for individualizing and personalizing instruction in classrooms. To be sure, some of this movement existed previously on a piece-meal basis. People were trying before, without the help of Catalyst. However, I believe that it is fair to say that there is now an increasing community of effort and support and increasing encouragement of choice and creativity on the part of teachers, increasing interpersonal regard and more rapid individual as well as group growth.

II. PROCEDURES AND PROGRESS

START UP

1. Invitation to Volunteer: In February of 1971, months prior to project approval for funding, a brief outline of the proposed project was mailed to superintendents of public elementary and elementary-secondary districts surrounding the San Francisco Bay Area, asking that they inform their elementary principals of the project and allow those who might be interested to attend one of two orientation meetings to be held in late March. It was stressed that participation should be strictly voluntary!

2. School Surveys: All principals who attended the orientation sessions and who were interested in participating were given survey materials for completion by themselves and their staffs. In addition to demographic and goal data from principals and teachers, the principal was asked to rate him or herself on a Likert scale of educational management style. Materials were to be returned to the principal investigator by mid-April as a basis for selection of schools.

3. Schools Selected: In mid-April, the principal investigator selected 10 principals and their schools - three from one district, two from two other districts and one from each of three other districts on the assumptions that (a) a multi-district consortium would depoliticize and enhance the growth environment of participating principals and schools (b) we could learn whether one, two or three principals from a given district made any important differences. Although all of the schools selected had fairly high proportions of handicapped children and about half of them served relatively low income populations, we selected principals who represented a wide range of directiveness in leadership style and a wide range of schools in terms of size, numbers of teachers interested in participating, and other variables. The proportion of families with government assistance ranged from 3 percent in one school to 58 percent in another, with a median of 20 percent. The ethnic minority populations ranged from 7 percent to 100 percent, with a median of 20 percent. The percentage of unemployed fathers ranged from 2 percent to 75 percent with a median of 10 percent. The percentage of homes with single parents ranged from 5 percent to 80 percent, with a median of 20 percent. An average of 19 percent of pupils in the 10 schools were enrolled at least part-time in some type of "pull-out" remedial program.

4. Principal Planning Sessions: Following selection, the ten principals met as a group with the consultants four afternoons during the Spring for purposes of initial planning. Although a wide range of topics were covered, the vast majority of time was devoted to the topic of measurement. As with all other matters, the consultants left the burden of decision-making on the principal group. It took quite some time before the group was able to simultaneously confront and accept the need for it to be in charge, particularly in the area of evaluation. After a significant amount of vacillation, a rough outline of what was to be measured and how was agreed upon by the group. Probably the most important decision was to invite teachers to evaluate principals, a factor which will be discussed more fully later in the report.

FIRST SUMMER

5. Principal Workshop: The principals and consultants jointly planned a three-day workshop for themselves which was held a week after school was out.

This workshop was held, prior to notification of funding approval, on the principals' own time, without university or any other form of credit. Principals had responded strongly to the consultants' recognition and genuine concern for them in their difficult and important roles as building leaders. Although there is no question in the consultants' minds that these principals volunteered for the project out of desires to help their staffs and pupils, there is also no doubt in our minds that they had a great personal need for recognition, renewal and support. The consultants found themselves saying, early in the orientation phase, that the major reason for a principal's volunteering ought to be his or her wish for personal growth and support. In other words, a personal, healthily-selfish desire should be central to that decision.

The workshop dealt primarily with concepts and techniques in the areas of organizational development, leadership styles, decision making, program development, risk taking, needs assessment and program evaluation. Although the management/staff development consultant lectured at times, the style of the workshop was participative. The participants had a tremendous amount to offer each other on a practical, peer-teaching basis. A great deal of group cohesiveness developed during the three day period as we took risks together in actively trying out certain small group interaction techniques and got to know one another better as people.

6. Teacher Workshop: Although teachers had been asked to indicate their levels of interest in the project prior to school selection in the spring, there was no requirement that any teachers at a school actually commit themselves beyond supporting the principal's participation for self-growth purposes. Nevertheless, 60 of the 209 teachers volunteered to participate in a two-week summer workshop which was held about a week after school was out. At least three teachers from each of the ten schools participated. Extension credit was offered for those who wished to pay the fee themselves, which most did, but the major motivation seemed to be genuine interest in the concept of the project and of the workshop itself.

The workshop was entitled "Teacher Sharing Workshop." Although the two project consultants made administrative arrangements and did some low-profile facilitation of the workshop on a day-to-day basis, the teachers themselves were their own instructors. The workshop slate was blank when they arrived the first day. After getting to know one another, they then were helped to identify their needs and available resources, to identify group leaders and to chart out ten days of large group, small group and practicum activities with individual pupils who were available to the group through a summer school program in the same school building. It was an extremely exciting and productive workshop, the best that the principal investigator had ever attended. Teachers paired off to work a part of each day with a pupil who was experiencing difficulty. The pupil was overtly asked to teach the teachers during these sessions. Each little triad set about getting to know one another well, to identify the child's strengths, needs and innovative ways of better meeting these needs through utilization of strengths.

In addition to this practicum time with children, teachers conducted many small group work sessions on topics ranging from learning games to strategies for enhancing childrens' self-esteem. A tremendous number of concepts and materials were exchanged. Most importantly, these teachers experienced the reality of the power they had to offer one another in terms of ideas and moral support. Several of the participants were special ed teachers and resource personnel such

as speech and language specialists, most of whom had been functioning in isolation in pull-out remedial roles. They and regular classroom teachers discovered how much they had to offer one another and their pupils. They began to plan for ways to team-teach and to otherwise work more closely in school. Teachers returned to their respective schools in the fall with great enthusiasm for the notion that such pooling of resources for growth could and should be occurring on a continuing basis within and among their schools.

FIRST FALL SEMESTER

7. Instrument Development: The principals' initial work on measurement was introduced to teachers at their summer workshop. Instrumentation was further developed by both principals and teachers during the early fall. All teachers had opportunity to submit items which they felt would be appropriate for measurement of their skills. After feedback, teachers prioritized items and a rating scale was created. Scales for principals and pupils were similarly constructed. The notion evolved that everyone who wished to do so should rate themselves and be able to rate everyone else.

8. Principal Ratings: A Likert adaptation was developed for principal skills, covering the areas of Leadership, Motivation, Goals, Communications, Decisions and Control. Ratings for Interpersonal Relations and Job Satisfaction were included. This instrument appears in Appendix A. Each principal rated himself or herself on all scales, as did most or all of the teachers in his or her school. The concepts of (1) choice, (2) confidentiality, (3) data ownership and (4) quick turn-around were stressed. We emphasized repeatedly that everyone had free choice in engaging in any part of data collection. Teachers were assured that their principal would not know about their individual ratings if that was the teacher's desire. Many teachers sealed, stapled, removed identifying marks and mailed their principal ratings that first fall, apparently indicating considerable concern for confidentiality. The consultants were extremely careful to respect this need.

The purpose of this data gathering was to provide perceptions for the principal which might help him or her to identify personal strengths, weaknesses and ways to grow, as contrasted to a "punitive" accountability notion. Thus, each principal owned the data about him or her. It was entirely up to the principal whether or not the results were shared with anyone else. ONE OF THE MOST SIGNIFICANT EVENTS IN THE PROJECT OCCURRED WHEN EACH PRINCIPAL, INDEPENDENTLY, CHOSE TO SHARE HIS OR HER PRINCIPAL RATING RESULTS WITH THE FACULTY! This was a very new experience which constituted high risk-taking on the part of the principal. Encouraged by one another, each put the rating results on an overhead or otherwise exposed them to their faculties and discussed them. Some principals were rather shocked by the low ratings in several areas which their staffs gave to them. They shared their own perceptions and feelings and asked for suggestions as to how they might improve. This modeling of openness, honesty, and desire for growth made it much easier for teachers to expose themselves constructively a little bit later in similar ways.

An example of a principal's printout is shown in Appendix A. On the premise that data will not be valued and used unless results are returned quickly, these summaries were collated and returned within two weeks of the time that they were received by the consultants. Two-week turn-around was established for all data in the project.

All of the major instruments were administered each fall and spring during the project. In some cases, principals and/or faculties elected to collect data on these instruments at mid-year also.

9. Teacher Ratings: These scales, which the teachers developed with consultants' help, consisted of five skill areas (Most Essential, Curricular Subskills, Individualizing, Renewal and Mainstreaming), each containing ten items. Interpersonal and Job Satisfaction scales were also included (Appendix B). Encouraged by the principal's modeling, over 90 percent of the 209 teachers voluntarily rated themselves. The principal rated the faculty as a whole on the same scale. Each teacher received, within two weeks, a printout of his or her self-rating plus the school mean, the principal's rating, a project by grade mean and a total project mean for each item and area. The principal received a printout containing his or her rating of the faculty plus the teachers' school and project means only. An example of a teacher's printout is included in Appendix B.

10. Pupil Ratings: Using a simple instrument which was cooperatively developed by teachers, principals and consultants (Appendix C), 5,261 pupils rated themselves, their teachers (over 90 percent voluntarily participated) and their principals in terms of their skills, interpersonal relations and job satisfaction. Teachers rated pupils on the same scales. Two printouts resulted from these ratings, and both were returned to the respective teachers within two weeks. As the sample printout in Appendix C indicates, the first printout contained the pupils' and teachers' individual rating on each item plus a class mean, school mean, project by grade and total project mean. The second printout contained only those pupil and teacher ratings of 50 or below on any of the nine items plus a class, school, project by grade and total project percentage of pupils with scores of 50 or less. Principals received only the summary data.

11. Reading Scores: Participants decided that, in addition to pupil and teacher ratings of pupil skill growth, a standardized measure of achievement should be used to monitor pupil progress. The California state mandated reading achievement tests were selected for this purpose (Cooperative Primary for primary grades and the CTBS for intermediate grades). The project was a developmental one, not a research study, but we wanted to have some benchmark achievement data to guide us in developing our processes. Control groups were not established; instead we used a "subject as his own control" concept and monitored the rates at which pupils seemed to be acquiring reading skills. Thus, if a child were tested at the beginning of the 4th grade and obtained a grade equivalent score on the test of 2.0, we considered his rate of development to be 50 percent (2.0/4.0) at that time. Of the 1,515 pupils for whom we were able to obtain both pre (fall) and post (spring) reading tests during the first year of the project, the average pre-learning rate for the group was 90 percent. (Nine months for every ten months in school). The pretest rate of learning for the 518 pupils who scored in the lowest quartile on the pretest (our project definition of "handicapped", whether the pupil was formally admitted to a special education program or not) was 59 percent. Although we did not have as much control over the turnaround time for achievement tests (several data processing companies were already hired for this by the respective districts), every effort was made to return results to teachers so that they could be studied and used as soon as possible.

12. Other Measures: A variety of interim measures were used during the project, the majority of which were open-ended questionnaires to provide feedback so that awareness and needed adjustments in procedures could be heightened.

13. Principal Meetings: The principals met as a group twice a month throughout the fall and the rest of the first year. These meetings were held for half a day during school time and rotated among the participating school buildings. The host principal had responsibility for participatively generating the agenda and conducting the meeting. Typically, about an hour would be devoted to a tour of the building and/or particular programs which participants wanted to see, during which the visiting principals talked with pupils, teachers and the host principal about the programs. Typically, about one-third of each meeting was then devoted to a seminar on a particular topic, such as a staff development concept or a mainstreaming model. The last third of the meeting was usually devoted to open-ended sharing of participants' current successes and problem-solving of concerns which they were experiencing in their work.

With a rapidity that was both surprising and very pleasing to the consultants, the principals developed a great deal of trust and liking for one another even though their situations and styles were very different. (Initially, the principals' leadership styles ranged from very directive to very non-directive.) The meetings were extremely productive and enjoyable with clear evidences of reluctance to stop even though everyone had a nagging need to get back to their own schools. Attendance was almost always complete. These principals and their group sessions constituted the heart of the project. Although the consultants made contributions, peer teaching among principals was the powerful motor behind the projects many successes.

In the consultants' opinion, building principals are the key people in education. If they can be helped to be sustained and to make progress as educational leaders, a tremendous good has been done for them and for the teachers and pupils they serve. It was thrilling to see how this group began to provide one another with enthusiasm and confidence within a few months. Progress in their schools was directly correlated with their own growth.

14. Consultant Contacts: During the first year, the consultants were in project schools most of the time. Initially, a great deal of time was spent in classrooms and the faculty room, getting acquainted with teachers and their programs, discussing the project, working on instruments and the like. While this time with teachers and pupils was quite helpful to the consultants in a variety of ways, it proved to be an interference for project development for some time. Teachers were eager for direct consultation, it is nice to be valued, and it is gratifying to be with children to help them and their teachers. But, unintentionally, the consultants found themselves diluting the project by engaging in such activities. Even though the principals encouraged our teacher consultation and seemed quite pleased with it, we finally recognized that this role was inappropriate. We agreed that we should be working almost exclusively with the principals and that they should have the direct contact with teachers. After all, we would be leaving, the principal would be staying, and the biggest contribution we consultants could make would be to help the building leader develop skills and attitudes which would benefit teachers and pupils long after we had left.

Although we consultants had a need to be "experts" and to "tell" principals what they should do, we gradually learned to overcome that need. To the extent that we succeeded in becoming more Socratic in our consultation, that was the degree to which we believe that we were helpful. Increasingly, we tried to raise questions, based upon the principals' interests, which helped him or her to clarify directions and needs. We consciously and honestly became learners, a role that seemed to be a powerful one. Our other function became that of

reporters, as we tried to help principals collect data on their needs, to analyze it, to formulate plans upon it, to try the plan out and to monitor its progress and need for modification. We were very struck by how "hyperactive," distractible and crisis oriented the principals tended to be at first. As the project progressed, they tended to become much more long-range planning oriented.

15. Interschool Teacher Exchanges: Many teachers, especially those who had participated in the Summer Sharing Workshop with teachers from the other project schools, were eager to get out to see teachers in action at the other schools. One way or another, principals found ways to facilitate such inter-school visiting. For the most part, teachers were looking for concrete, practical means for individualizing and personalizing instruction in regular classrooms. Every school had at least one "star" in this or some other area, so that a tremendous amount of cross-fertilization and stimulation occurred as a result of these visits, which went on throughout the school year. For teachers who were unable to visit given situations, a video-tape library of 30-minute tapes of these situations was created and distributed.

16. Intraschool Teacher Exchanges: Some teachers were more comfortable at first in visiting outside their own school and/or in having outsiders visit their own classes. However, a good deal of visiting within schools began to occur in many creative ways. In some cases, teachers exchanged classes for a day, consulting with one another before and after the experience. The use of videotape helped tremendously to facilitate intraschool exchanges. In mid fall, the consultants went through every classroom in each school, taping two or three-minute vignettes of the action, materials, etc. Typically, the consultants were unable to leave the building without showing these tapes to the faculty by popular demand! This was a fine experience for individual teachers and for the school as a whole. Viewers were able to genuinely compliment their colleagues on something they saw. For the first time, in most instances a faculty was able to get a Kindergarten through 6th grade view and conceptualization of their educational program, an experience which led directly to many efforts towards better exchange of ideas and other forms of articulation from grade to grade. In time, multi-age grouping and team-teaching grew out of such exchanges in many instances. Exposure to the techniques of special education classrooms teachers triggered more interaction and cross-fertilization among general and special educators.

17. Intraschool Workshops: A variety of staff development activities were self-generated within schools. Some staffs began to meet before, during or after school on a periodic basis. One school, for example, began to use a case approach at lunch once a week, during which (on a rotating basis) a teacher would seek ideas of how to help a certain pupil, having distributed relevant data about the pupil to colleagues in advance of the session. Another school chose to orient their initial interactions around curriculum, meeting once a week throughout the year and systematically covering one major subject at a time from Kindergarten through 6th grade, by having each teacher show and tell about his or her curriculum, materials and techniques. Another school scheduled release time for small groups of teachers to observe a 15-minute demonstration lesson by a colleague prior to a 20-minute group analysis of the lesson. Consistent with Catalyst philosophy, each school created their own approaches, and each was different.

18. Steps to Success: One school created a little booklet to serve as a guideline for helping their teachers to identify professional growth goals, specify objectives, create methods, measure progress and -very importantly- to include colleagues in their personal growth projects. The booklet, called Steps to Success, became popular among the other schools in the consortium, an example of the meaningful sharing that went on among and within the schools. (See Appendix D for this booklet.)

19. Course Credit: Arrangements were made with Dominican College of San Rafael, an outstanding local college, for inservice credit to be awarded to members of the consortium who met certain criteria for accomplishment in professional growth. Many teachers participated in this opportunity, paying their own tuition and reporting on their activities and accomplishments (Steps to Success projects, workshop leadership, etc.).

FIRST SPRING SEMESTER

20. Mid-Year Workshop: The consultants had shared, during the project orientation phase, their personal biases towards a participative style of management. At the same time, we stated and tried very hard to live up to an intent to support a principal in whatever style he or she believed was best for pupils, teachers and self. Progressively, however, interest genstated among principals and teachers in participative methods and concepts. By early winter, a strong desire to learn group problem-solving methods had evolved. Therefore, the principals and consultants planned a one-day, weekend workshop for mid January which would be open to anyone from the ten participating schools.

All ten principals, who had studied and practiced some basic techniques during their twice-monthly meetings, and 60 teachers participated in the workshop. Principals served as small-group facilitators, using and explaining the methods with groups composed of staff from various of the schools. Overall, the workshop was quite successful and a strong reinforcement for interschool sharing as well as for group problem-solving. It was also an opportunity for the principals to discover that they needed a good deal more work and experience in this important area.

21. Continuation of Fall Activities: Principals meetings, on-site consultation with principals, inter- and intra-school teacher visiting, intra-school workshops and practica, course-work, etc., continue and extend. At the same time, the "visibility" of Catalyst began to drop off. Principals were quite aware of what was happening, but some teachers expressed disappointment that "Catalyst" isn't doing anything even though they are increasingly involved in Catalyst activities that do not bear that label and would not exist otherwise. We regretted the disappointment in a way, but felt that the changes which were occurring would be deeper and more lasting than if Catalyst were "an outside entity" or a typical "inservice package." Participants were creating and gaining pride of ownership. We hoped that the processes would continue and the word Catalyst would become a dim memory to be replaced by "The Grant School Program" and "Cluster A's Program" as the case might be.

22. Spring Project Planning: The principals took one meeting in Spring to discuss their desire to "spread the gospel" to other principals. Several had the feeling that they could become facilitators for new groups like their own. We agreed that we still had a lot to learn together and should not leap into spreading out, but that we should continue to look at the idea and give it a try at a later date. If all ten principals in this group were to lead a new group of ten, etc., the entire Bay Area could be involved in a few years.

We also begin to recognize the need to establish a formal group or groups among school faculties to assist in the creation and maintenance of organizational and staff development activities. There were two basic reasons for wanting to do this: (1) The more that participants are involved in the creation of an effort, the more appropriate to their interests and needs it is likely to be and the more motivated they will be to work on it. (2) A principal does not have the time and sometimes lacks certain skills to do all of this leadership planning and implementation alone. We agreed that every school should not be expected to do it the same way, but that it would be a good rule of thumb to work in the direction of two school committees, one for organizational development (establishing and monitoring progress towards goals) and another for staff development (establishing and implementing means for reaching goals). The committee or committees probably ought to include the principal, regular classroom representatives and a special education teacher, with someone other than the principal chairing. This, like almost all of the group thrusts, arose out of the successful experimentation of one or more of the schools in the consortium--actual practice as contrasted to mere theory.

23. Spring Data: Principal, teacher and pupil ratings, plus achievement tests were readministered and reported back in May so that classrooms and schools had evidence of progress and of need for redirection. Much later we realized that the consultants' assumption that the data would be thoroughly examined and discussed was faulty. In the future, we must be careful, especially at such busy times, to insure that adequate time will be taken to study and interpret new data. There is no point in gathering and reporting data if they are not used for planning. Also, important misunderstandings can arise if the interpretation phase is not thorough. A few teachers studied their printouts and were dismayed with their results when, in fact, they could and should have been helped to see that they needn't be discouraged. (More on first year results in Item #26 below.)

24. Summer Workshop Planning: A two-week interschool workshop for teachers and a three-day workshop-retreat for principals was jointly planned for summer.

SECOND YEAR

25. Individualizing Teacher Workshop: One week after school was out, a two-week workshop was held for teachers for all ten schools. Although the style was the same as the first summer, with teachers designing and conducting the workshop for one another, the focus of this one was on techniques for individualizing instruction in regular classrooms. Although this workshop was less well attended than the first summer's (21 versus 60), it was quite successful. The major reason for the lower attendance was the fact that as an outgrowth of Catalyst, intraschool workshops were being held at several of the Catalyst schools at the same time in efforts to integrate and further improve school-level programs.

In general, the entire first year of Catalyst was characterized by interschool exchanges, whereas the second year was characterized by intraschool exchanges of various kinds. During the first year, cross-fertilization of schools and districts generated a great deal of stimulation, almost to the point of overload. Some teachers were so full of new ideas that they wanted to immediately and almost totally revamp their classroom and/or school programs.

They then began to realize that they had a great deal of internal work to do to make these changes. The typical reaction was to "pull back" during the second year from interschool exchange and concentrate upon intraschool development.

26. First Year Data Analysis: We had predicted that, although we might get personal and interpersonal growth during the first year, growth in skills would not be likely to occur for two or three years, especially in reading achievement. The indirect approach of helping principals to grow, leading to principals helping teachers to grow, leading to teachers helping pupils to grow was likely to take a good deal of time even though it might be most efficacious within a three-year time frame than a more direct approach. We were frankly surprised (as well as pleased) to find that growth was made during the first year by both our handicapped and normal pupil populations in terms of reading achievement. Our data indicated that the rate of learning to read increased from 90 percent to 122 percent when all 1,515 pupils for whom we had pre and post data were combined, a gain in rate of 32 percent. This gain was roughly the same at all grade levels. For our handicapped population (pupils below the 25th percentile on pre-test), the change in rate was from an original 59 to a post-rate of 86 percent, a gain in rate of 27 percent for 518 pupils. These latter rates were approximations derived from a correction formula for regression effects, since we were aware that some of the pupils may have scored spuriously low on pre-test. To correct for this inflating influence, we subtracted the negative regression effects discovered in the upper quartile population from the findings with the lower quartile population. A better correction for regression would have been matched control groups, but we did not have them at that time. Later, at the end of the three-year project, we constructed comparison groups retrospectively for this type of control. At that point, our data indicated that both the normal and the handicapped populations increased their rates of learning to read about 20 percent over those of the comparison groups during the three-year period.

Overall, 55 percent of individual pupils increased their rates of learning to read by 50 percent or more (e.g., from 30 to 60+, from 40 to 80+, etc.). Because there simply did not seem to be time and circumstances during our first year for teachers to become that much more proficient in teaching reading, we speculate that this surprising growth in measured rates of learning to read is largely attributable to the positive, stimulating climates that were generated in the schools during the first year. Principals were enthused, energetic and interpersonally quite positive with teachers. Teachers, on the whole, also became significantly more excited and positive. Presumably, as a result, they more effectively utilized the skills which they already possessed! Presumably, this general atmosphere of interpersonal positivism communicated to pupils and they, in turn, better utilized the skills which they already possessed. We have no proof that this was the case, but it is what we believe.

Pupil self-ratings supported the notion that a more positive climate had developed in their schools. The median increase in rate of satisfaction on the nine pupil self-rating items was 20 percent by the end of the first year. Principal and teacher ratings supported the "climate" notion also, but not to the same degree. We attributed this to what we believed to be spuriously high pre-test self-ratings on interpersonal items, especially by teachers. On a scale of 0 to 100, the average teacher self-rating was 90 at pre-test, whereas a 50 was expected. Initial self-ratings on teacher skills were even more

obviously over-rated. Because of such psychometric problems, the first year self-rating instruments were modified during the summer to at least partially correct the faults (in particular lack of specificity of rating criteria) which lead to over-rating.

One of the most important indications from our first year data was that the schools in which a more participative, or democratic, leadership style existed were obtaining the greatest pupil gains!

27. Principals' Summer Retreat: The principals and consultants planned a three-day workshop for late summer at a remote retreat site. The major purpose was to review our first year's experience and data in order to redirect ourselves as indicated. Also of importance was the growing respect and liking that we felt for one another. This feeling precipitated a desire to be closer. The eating, sleeping and playing (as well as working) together at the retreat site greatly enhanced our feelings for one another at the same time that it helped us to get some important work done away from distractions.

We studied our data and saw that it was indicating some very important things, perhaps most notably that we had to reassess our original position that any leadership style was acceptable. We decided that our experiences indicated that emphasis upon democratic methods in school and classroom leadership was the way to go, both from an affective and cognitive point of view.

Our next important work was to try to identify the actual school and classroom practices that seemed to lead to success for pupils. We began to list and then to categorize these elements of an "ideal school," a composite of the good practices that existed piecemeal among our various schools. We then turned our attention to the measurement problem and put a great deal of work into creating new measurements which incorporated the old ones insofar as they fit our new conceptualization of the ideal school. The outcome of this was the Catalyst Classroom and School Profiles which we then substituted for our original teacher and principal rating scales. The new measures were, most importantly, based upon a theoretical construct derived from actual success practices. In addition, criteria were made more specific and stanine scaling was introduced. A sample printout of these measures is shown in Appendix E. The questions and criteria are contained in a book too large to include in the appendix.

We left this retreat feeling very good about ourselves and our work. It was, indeed, a milestone in the project which lead to, among other things, increased use of retreats for faculties at our schools.

28. Recycle: Basically, other than the shift from an interschool emphasis on exchange among teachers to intraschool concentration, we repreated the first year's processes. However, consultant time was reduced 50 percent, and principals met as a group only once a month, substituting diadic observation and consultation with one another for the second meeting each month. These diads were composed of two principals from different districts so that cross-fertilization would be maximized and politization would be minimized in the peer consultations.

One principal dropped out of the project. He was nearing retirement and felt overloaded, although he did a fine job the first year and his teachers did not want to discontinue. Another principal was transferred, but he continued in the project with his new staff, and his old staff continued with a new principal.

"Catalyst" seemed to be largely forgotten by teachers as an "entity" during the second year, but goal orientation, participative planning and sharing seemed to be significantly on the increase among faculties. Most of the schools formed some kind of organizational and/or staff development committees. Morale and professional sophistication seemed to consistently increase. Attitudes toward data, although not universally, had shifted dramatically. Less than a handful of teachers sent their data in sealed or otherwise earmarked for confidentiality. Trust had built greatly.

Organization and staff development growth was obvious. In May of 1971, 42 percent of the teachers were individualizing instruction at a level which met faculty-generated criteria of (1) individually identified objectives, (2) individual pacing and (3) individualized methodology. By January, 1973, the percentage had grown to 71. Also, by mid second year, the number of pupils being pulled out of regular classrooms for instruction without the presence of the regular classroom teacher had been reduced from 873 to 495.

A strong thrust in the directions of multi-age grouping and team-teaching was occurring. In one school, both classes of formerly self-contained EMR pupils had become successfully integrated full time in multi-aged, team-taught classrooms. Special personnel had begun to work, on the whole, much more in a resource capacity. In each school, a different "model" was evolving for mainstreaming, no one of which was a direct adoption of any in the literature. Each was being tailored to the interests, needs and talents of the individual building. Each had a foundation upon regular classroom individualization. Each was supported internally to the extent that it was created and owned by the staff of that building.

Dramatic changes in special education delivery systems were occurring in most of the schools, but only modest changes occurred in a couple of them. The degree of these changes seemed to be almost perfectly correlated with the degree to which the respective principals were risking and achieving personal growth! One principal, for example, had asked his staff to redefine his job, to prioritize his responsibilities and to periodically evaluate him on these dimensions. Growth among his pupils was tremendous. The principal who was probably most straightforwardly authoritarian in his leadership style when the project began made remarkable efforts and progress in modifying his style in the direction of more democratic approach. His pupils accelerated their growth as much or more then any other school in the project, suggesting to us that it is not so important where one starts (or even what level one has actually achieved) as it is to be growing, to be in an active process of improvement. A leader who is learning will generate an atmosphere in which faculty and pupils will be learning, whether the leader is at level 1 or level 9 on a 10-point scale.

THIRD YEAR

29. Recycle: During the principals' summer retreat at the end of the first year, one principal was appointed by the group as its facilitator. As planned, the consultants were officially phased out of this facilitating role. The principals invited the consultants to unofficially attend their meetings during the third and final year of the project, an invitation that was gratefully accepted. Apart from these changes, however, participants in the project basically repeated the major functions established in the second year: summer workshop (mainstreaming techniques), data collection and interpretation, OD and SD decisions, individual coursework and projects, etc.

30. Major Outcomes: The primary task of the project was to develop and articulate a process which might be used by state departments of education, universities and others to assist building principals in creating ongoing staff-development programs which focus upon use of available resources and the needs of moderately to mildly handicapped children in "mainstream" settings. This task has been thoroughly completed, as evidenced by the extensive and detailed guidelines which have been written. That the created process was productive is evidenced by a 50 percent reduction of pupils being removed from regular classrooms for partial or full-time remedial work and, more importantly, by data which indicate that both "handicapped" and "normal" pupils in project schools, as groups, accelerated their growth in skills, interpersonal relations and personal job satisfaction (See Appendices F and G).

31. Spin-Off: At the end of the first year of this three-year project, one of the older principals (near retirement) from a very large school with many problems dropped out of the project. Although his staff was enthusiastic about the project, had made strong strides in renewal and did not want to drop out, the principal felt too overloaded to attend our twice-monthly principal meetings and to carry out other project functions.

At the end of the second year, another older principal dropped out, partly because of overload, but partly because of apparent district office resistance to the processes which Catalyst was creating in the school. The staff was making progress in self-renewal and individualization. It was beginning to make support demands upon the district which were legitimate and healthy, but which did not seem welcomed by the superintendent. The superintendent retired the following year. The staff at this school was instrumental in creating innovative staff-development and mainstreaming programs on a district-wide basis the subsequent year.

The principals who remained in the consortium began to have a greater influence not only upon their schools, but upon their districts. One principal was elevated to Assistant Superintendent of a fairly large (20 schools) district. He had been so successful as a principal that the district created an entirely new position for him entitled "Administrator for Development." His job is to help other principals (K-12) in the district to develop the kinds of skills and attitudes which he displayed as a principal, with emphasis upon renewal for staffs and "mainstreaming" (pluralistic) program directions. He is proving to be quite successful at this challenging task.

Two principals from another district became acknowledged leaders among the principals in their district. Among other things, they have dramatically changed the content and style of district administrative meetings along the lines and processes developed in the Catalyst model. Each has served as chairman of this revitalized administrative group these past two years. Each now holds, in addition to his principalship, district administrative responsibilities for special education programs.

The story is similar for the other principals who remained in the group. They have become prominent leaders in their districts and are strongly influencing administrative practices and, therefore, the lives of the children in their districts. Each is an advocate for handicapped children.

Although two principals dropped out of the original group, others have joined it. In one district which had only two principals in the group at the

start, five of the seven elementary principals in their district are now active members. The original members have wanted to start additional groups but have found they are so involved in their own consortium and districts that they do not have time to lead new groups. We had thought at one point that such a multiplier might occur, but now realize that a highly involved, full-time principal would be overloaded with consortium leadership responsibilities. The facilitator(s) of Catalyst groups, we have found, must be able to spend a good deal of time on the school sites of consortium members, at least during the first year of the group's life. Also, in these times of tight money, districts are not willing to release building principals for such a job even if there is desire to do so.

32. Transportability: About midway through the project, it became clear that we were achieving very positive results. During a site visit at the time by our BEH monitors, the question arose as to the transportability of the model to other locales. It also became clear that BEH was not geared to dissemination, so that it would be up to the project director to attempt to test the transportability question with his own resources.

The principal investigator assumed this responsibility and invested a great deal of time and money in efforts to isolate the Catalyst process in printed form, to generate external consortia and to assist them with needed services. Consortia were started in Alaska, Colorado, Iowa, Massachusetts, Utah and Virginia, usually with assistance from their respective state departments of education. We have hosted many visitors from other states and anticipate that consortia will begin in several of them during the next year. We have consulted with many groups, most recently with state department, university and district leaders in Wisconsin, and believe that—although not all consultees have started formal "Catalyst" consortia—the concepts generated by the project have significantly assisted most of them.

We still have a great deal to learn about the transportability question. To this end and to support the leaders of active consortia, we meet with these leaders as a group twice a year for two or three-day seminars. At this point, we find rapidly growing expansion interests in the following areas: (1) District-wide involvement, (2) application of Catalyst to the secondary levels and (3) even greater inclusion of parents in the life of schools. We are taking steps to more fully explore these areas with active groups.

Simultaneously, we are exploring means of broader dissemination. The principal investigator will have contributed $75,000 by September 1 towards exploration of the transportability question. On the one hand, we cannot afford to continue to contribute our resources at this level. On the other hand, we feel that the model has a great deal to offer both special and general education. Therefore, among other alternatives, we are exploring the possibility of allowing a publisher to disseminate the model in the future.

33. Future Needs: Catalyst appears to be a rather powerful model for facilitating growth in school systems which inures to both handicapped and other children. In re-analyzing our experiences at the conclusion of the project, we realized that our success was highly correlated with the degree to which we had stimulated peer teaching: principal to principal, teacher to teacher and pupil to pupil (the generation appeared to occur in that sequence). In essence, this suggested that we succeeded to the extent that "everyone was a teacher and everyone was a learner in a highly caring sort of way."

We then began to identify other practices that had evolved which fit this generic concept but were outside of straight-forward peer-teaching paradigms. Indeed, several were identified, such as "pupils teaching teachers" and "teachers teaching principals." Almost invariably, such equalitarian TLC (Teaching-Learning-Caring) practices seemed to be highly productive, affectively and cognitively! We now hypothesize (and believe) that the TLC concept is a potentially very powerful one which needs to be systematically explored in education.

Hopefully, the foster parent of the concept, BEH, will support us in efforts to create and evaluate methods for helping everyone to become teaching, learning, caring people for everyone else in schools, as suggested by the matrix in Appendix B.

Increased TLC interactions among all constituents can have great impact upon educational systems which so often create and/or perpetuate the difficulties which our children encounter in schools. So long as systems continue to label, to isolate and to behave in other ways that insure that some people are perceived as inferior to others, we shall continue to generate handicapping conditions among children at an early age and to fail to help everyone become as confident and productive as they might and should become.

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PRINCIPAL'S SKILL SCALE (P-I) PROJECT CATALYST IIER: (415) 479-1441 ADAPTED FROM THE LIKERT

Rater's Name: _____ School: _____ Date: _____

NOTE: This scale is to be rated by the principal, all faculty and staff. Faculty and staff ratings will be treated in strictest confidence and returned to the rater by Catalyst staff. The principal will receive an anonymous summary of these ratings to aid his or her professional growth.

	ITEM	RATINGS (Circle ONE number for each item only)				COMMENTS
LEADERSHIP	1. How much confidence is shown in teachers?	None 1 2 3 4 5	Condescending 6 7 8 9 10	Substantial 11 12 13 14 15	Complete 16 17 18 19 20	
LEADERSHIP	2. How free do teachers feel to talk to the principal about the job?	Not At All 1 2 3 4 5	Not Very 6 7 8 9 10	Rather Free 11 12 13 14 15	Fully Free 16 17 18 19 20	
LEADERSHIP	3. Are teacher's ideas sought and used?	Very Little 1 2 3 4 5	Sometimes 6 7 8 9 10	Usually 11 12 13 14 15	Always 16 17 18 19 20	
MOTIVATION	4. Are teachers rewarded for involvement?	Very Little 1 2 3 4 5	Little 6 7 8 9 10	Quite a Bit 11 12 13 14 15	A Great Deal 16 17 18 19 20	
MOTIVATION	5. Where is responsibility felt for achieving organizational goals?	Mostly Principal 1 2 3 4 5	Principal & A Few Others 6 7 8 9 10	Fairly General 11 12 13 14 15	Almost Everyone 16 17 18 19 20	
GOALS	6. How are organizational goals established?	Orders Issued 1 2 3 4 5	Orders, with Comments OK 6 7 8 9 10	After Discussion by Orders 11 12 13 14 15	By Group Action in most cases 16 17 18 19 20	
GOALS	7. How much covert resistence to goals is presented?	Strong Resistence 1 2 3 4 5	Moderate Resistence 6 7 8 9 10	Some Resistence at Times 11 12 13 14 15	Little or None 16 17 18 19 20	

COMMUNICATION	8. How much communication is aimed at achieving Organizational objectives?	Very Little 1 2 3 4 5	Little 6 7 8 9 10	Quite a Bit 11 12 13 14 15	A Great Deal 16 17 18 19 20	
	9. What is the direction of information flow?	Down, from Principal 1 2 3 4 5	Mostly Down 6 7 8 9 10	Down & Up 11 12 13 14 15	Down, Up & Sideways 16 17 18 19 20	
	10. How is "downward" communication accepted?	With Suspicion 1 2 3 4 5	Possibly Suspicion 6 7 8 9 10	With Caution 11 12 13 14 15	With an Open Mind 16 17 18 19 20	
	11. How accurate is teacher-to-principal communication?	Often Wrong 1 2 3 4 5	Censored for the Boss 6 7 8 9 10	Limited Accuracy 11 12 13 14 15	Accurate 16 17 18 19 20	
	12. How well does the principal know the problems of the teachers?	Knows Little 1 2 3 4 5	Some Knowledge 6 7 8 9 10	Quite Well 11 12 13 14 15	Very Well 16 17 18 19 20	
DECISIONS	13. At what level are decisions formally made?	Mostly at Top 1 2 3 4 5	Policy at Top, Some Delegation 6 7 8 9 10	Broad Policy at Top; more delegated 11 12 13 14 15	Widely Done; Well Integrated 16 17 18 19 20	
	14. What is the origin of professional knowledge used in decisions?	Principal Only 1 2 3 4 5	Principal and a Few Others 6 7 8 9 10	To a Certain Degree, All 11 12 13 14 15	To Great Degree, All 16 17 18 19 20	
	15. Are teachers involved in decisions related to their work?	Not At All 1 2 3 4 5	Occasionally 6 7 8 9 10	Generally 11 12 13 14 15	Fully 16 17 18 19 20	
	16. What does the decision-making process do for motivation?	Nothing, often Weakens 1 2 3 4 5	Relatively Little 6 7 8 9 10	Some Contribution 11 12 13 14 15	Substantial Contribution 16 17 18 19 20	

CONTROL	17. How concentrated are review and control functions?	Highly With Principal 1 2 3 4 5	Relatively High With Principal 6 7 8 9 10	Moderate Delegation 11 12 13 14 15	Quite Widely Spread 16 17 18 19 20	
	18. Is there an informal organization resisting the formal one?	Yes 1 2 3 4 5	Usually 6 7 8 9 10	Sometimes 11 12 13 14 15	No 16 17 18 19 20	
	19. What are cost, productivity and other control data used for?	Policing, Punishment 1 2 3 4 5	Reward and Punishment 6 7 8 9 10	Reward, Some Self-Guidance 11 12 13 14 15	Guidance and Problem-Solving 16 17 18 19 20	

	STYLES	Principal makes decision and announces it.	Principal "sells" decision.	Principal presents ideas and invites questions.	Principal presents tentative decision, subject to change.	Principal presents problem, gets suggestions, makes a decision.	Principal defines limits; asks group for decision.	Principal permits staff to function within limits defined by laws & local politics.	
OVERALL	20. Rate your principal's present management style (overall).	1 2 3 4 5	6 7 8 9 10	11 12 13 14 15	16 17 18 19 20				
	21. Indicate the management style you prefer.	1 2 3 4 5	6 7 8 9 10	11 12 13 14 15	16 17 18 19 20				

PRINCIPAL'S INTERPERSONAL SCALE (P-II)

NOTE: Write a number from 0 to 100 in the blank space beside each question. Use the following scale in deciding which number to write;

0 5 10	15 20 25 30	35 40 45 50 55 60 65	70 75 80 85	90 95 100
Extremely Low	Low	Average	High	Extremely High

_____ 1. How well does the principal relate to pupils?	Comments?
_____ 2. How well does the principal relate to parents?	Comments?
_____ 3. How well does the principal relate to staff?	Comments?

PRINCIPAL'S SATISFACTION SCALE (P-III)

_____1. How much does the principal ENJOY the job?	Comments?
_____2. How much does the principal LEARN on the job?	Comments?
_____3. How much does the principal ACCOMPLISH on the job?	Comments?

PROJECT CATALYST - PRINCIPAL SKILLS SCHOOL [redacted] DATE 10-71

FREQUENCY OF RATINGS

ITEMS & AREAS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	NO RA
1.	0	0	0	0	0	0	1	3	1	0	0	1	3	0	0	1	0	0	0	0	
2.	0	0	0	0	1	2	0	3	1	1	0	0	0	0	2	0	0	1	0	0	
3.	0	0	0	0	0	1	0	2	2	3	0	0	0	0	1	1	0	0	0	0	
LEADERSHIP	0	0	0	0	0	1	0	3	1	1	0	0	1	0	1	1	0	0	0	0	
4.	1	0	0	0	1	0	0	0	0	0	2	1	0	2	2	0	0	0	0	0	
5.	0	0	0	0	2	2	0	3	0	1	0	0	1	0	0	0	1	0	0	0	
MOTIVATION	1	0	0	0	2	1	0	2	0	1	1	1	1	1	1	0	1	0	0	0	
6.	0	0	0	0	0	0	1	2	2	1	1	1	0	0	1	1	0	0	0	0	
7.	0	0	0	0	1	0	1	1	0	0	2	3	0	0	0	1	0	1	0	0	
GOALS	0	0	0	0	1	0	1	2	1	1	2	2	0	0	1	1	0	1	0	0	
8.	0	0	0	0	0	0	0	2	0	2	2	0	0	0	0	1	0	3	0	0	
9.	0	0	0	0	2	1	1	1	2	1	0	1	0	0	1	0	0	0	0	0	
10.	0	0	0	0	0	2	0	0	0	2	2	0	1	0	2	0	0	0	0	0	
11.	0	0	0	0	0	2	0	0	1	0	1	1	1	0	0	2	0	1	0	0	
12.	0	0	0	0	0	1	0	1	0	2	1	0	0	1	1	0	0	0	1	2	
COMMUNICATION	0	0	0	0	0	1	0	1	1	1	1	0	0	0	1	1	0	1	0	0	
13.	2	0	1	0	0	1	1	2	0	1	0	1	0	0	0	0	0	0	0	0	
14.	0	0	0	0	0	2	1	0	0	3	1	0	0	0	2	0	0	0	0	0	
15.	0	0	0	0	0	3	2	0	0	2	2	0	0	0	1	1	0	0	0	0	
16.	0	1	0	0	1	0	1	0	1	2	1	2	0	0	0	1	0	0	0	0	
DECISIONS	1	0	0	0	0	2	1	1	0	2	1	1	0	0	1	1	0	0	0	0	
17.	0	0	1	0	3	0	0	2	1	1	0	0	1	0	0	0	0	0	0	0	
18.	0	0	0	0	0	0	0	0	0	0	2	2	1	1	2	0	0	0	0	1	
19.	0	0	0	0	1	0	0	0	0	0	2	0	1	0	0	2	0	1	0	0	
CONTROL	0	0	0	0	1	0	0	1	0	0	1	1	1	0	1	1	0	0	0	0	
OVERALL																					
20. PRESENT	1	1	0	0	2	1	0	0	0	1	1	1	0	0	0	1	0	0	0	0	
21. PREFERRED	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	2	2	0	1	

FREQUENCY OF RATINGS

QUESTIONS	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	10
PRINCIPAL INTERPERSONAL SCALE																					
RELATE TO PUPILS	0	0	0	0	0	0	0	0	1	0	0	1	0	1	1	0	0	0	1	2	
RELATE TO PARENTS	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	2	0	2	0	
RELATE TO STAFF	0	0	1	0	0	0	1	0	0	0	0	0	0	2	1	2	0	0	0	0	
COMBINED INTERPERSONA	0	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	1	0	1	1	
PRINCIPALS SATISFACTION SCALE																					
ENJOY THE JOB	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	2	0	2	
LEARN ON THE JOB	0	0	0	0	1	0	1	0	0	0	1	1	0	0	0	0	0	1	2	0	
ACCOMPLISH ON THE JOB	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	1	2	0	
COMBINED SATISFACTION	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	1	1	

TALYST - PRINCIPAL SKILLS SCHOOL [redacted] DATE 10-71

FREQUENCY OF RATINGS

5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	NO. OF RATINGS	SCHOOL MEAN	YOUR RATING	PROJ MEAN
0	0	1	3	1	0	0	1	3	0	0	1	0	0	0	0	10	10	15	15
1	2	0	3	1	1	0	0	0	0	2	0	0	1	0	0	11	9	15	15
0	1	0	2	2	3	0	0	0	0	1	1	0	0	0	0	10	10	15	14
0	1	0	3	1	1	0	0	1	0	1	1	0	0	0	0	10	10	15	15
1	0	0	0	0	0	2	1	0	2	2	0	0	0	0	0	9	10	11	13
2	2	0	3	0	1	0	0	1	0	0	0	1	0	0	0	10	8	16	14
2	1	0	2	0	1	1	1	1	1	1	0	1	0	0	0	10	9	14	14
0	0	1	2	2	1	1	1	0	0	1	1	0	0	0	0	10	10	15	15
1	0	1	1	0	0	2	3	0	0	0	1	0	1	0	0	10	11	16	14
1	0	1	2	1	1	2	2	0	0	1	1	0	1	0	0	10	11	16	15
0	0	0	2	0	2	2	0	0	0	0	1	0	3	0	0	10	12	16	14
2	1	1	1	2	1	0	1	0	0	1	0	0	0	0	0	10	8	16	13
0	2	0	0	0	2	2	0	1	0	2	0	0	0	0	0	9	10	16	15
0	2	0	0	1	0	1	1	1	0	0	2	0	1	0	0	9	11	16	15
0	1	0	1	0	2	1	0	0	1	1	0	0	0	1	2	10	13	16	14
0	1	0	1	1	1	1	0	0	0	1	1	0	1	0	0	10	11	16	14
0	1	1	2	0	1	0	1	0	0	0	0	0	0	0	0	9	6	15	12
0	2	1	0	0	3	1	0	0	0	2	0	0	0	0	0	9	10	19	13
0	3	2	0	0	2	2	0	0	0	1	1	0	0	0	0	11	9	16	14
1	0	1	0	1	2	1	2	0	0	0	1	0	0	0	0	10	9	16	13
0	2	1	1	0	2	1	1	0	0	1	1	0	0	0	0	10	9	17	13
3	0	0	2	1	1	0	0	1	0	0	0	0	0	0	0	9	7	15	13
0	0	0	0	0	0	2	2	1	1	2	0	0	0	0	1	9	13	11	15
1	0	0	0	0	0	2	0	1	0	0	2	0	1	0	0	7	12	16	15
1	0	0	1	0	0	1	1	1	0	1	1	0	0	0	0	8	11	14	14
2	1	0	0	0	1	1	1	0	0	0	1	0	0	0	0	9	7	19	14
0	0	0	0	0	0	0	0	1	1	1	1	2	2	0	1	9	16	18	16

FREQUENCY OF RATINGS

20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	NO. OF RATINGS	SCHOOL MEAN	YOUR RATING	PROJ MEAN
0	0	0	0	1	0	0	1	0	1	1	0	0	0	1	2	0	7	72	95	73
0	1	1	0	1	0	0	0	0	0	0	0	2	0	2	0	0	7	62	95	76
0	0	1	0	0	0	0	0	0	2	1	2	0	0	0	0	0	7	55	85	76
0	0	1	0	1	0	0	0	0	1	1	1	1	0	1	1	0	7	63	92	75
0	0	0	0	1	0	1	0	0	0	0	0	1	2	0	2	0	7	75	100	81
1	0	1	0	0	0	1	1	0	0	0	0	0	1	2	0	0	7	60	85	76
0	0	0	0	1	0	0	0	0	1	0	1	1	1	2	0	0	7	75	90	77
0	0	0	0	1	0	1	0	0	0	0	0	1	1	1	1	0	7	70	92	78

PROJECT CATALYST - TEACHER SKILLS

TEACHER [redacted] GRADE [redacted] SCHOOL [redacted] DATE 10-71

A. FOLLOWING IS A LIST OF THE 10 MOST ESSENTIAL SKILLS THAT ANY TEACHER MUST HAVE IN ORDER TO BE SUCCESSFUL.

SKILLS	YOUR RATINGS	PROJ/GRADE MEANS	YOUR SCHOOL MEANS	PRINCIPAL SCHOOL RATING	TOTAL PROJECT MEANS
AWARENESS	[redacted]	81	86	70	82
COMMUNICATION		80	84	65	82
STIMULATION		79	81	65	77
RESPONSIVENESS		83	86	60	81
ORGANIZATION		76	80	60	77
INFORMATION		79	84	60	80
LEARNING		79	85	65	80
CREATIVITY		85	87	60	83
FAIRNESS		83	86	60	84
EMPATHY		89	89	85	90
COMBINED SKILLS		81	85	65	82

B. FOLLOWING ARE THE 10 AREAS OF CURRICULUM CONSIDERED TO BE MOST IMPORTANT TO THE OVERALL EDUCATION OF ELEMENTARY PUPILS.

CURRICULUM	YOUR RATINGS	PROJ/GRADE MEANS	YOUR SCHOOL MEANS	PRINCIPAL SCHOOL RATING	TOTAL PROJECT MEANS
READING	[redacted]	78	87	70	79
OTHER LANGUAGE ARTS		81	87	60	80
ARITHMETIC & MATH		81	83	60	80
SOCIAL STUDIES		76	82	45	75
SOCIAL-EMOTIONAL		84	86	40	82
ART & MUSIC		85	75	30	74
SCIENCE		72	68	30	69
PROBLEM-SOLVING		79	85	40	77
CREATIVITY		83	83	35	78
PHYSICAL EDUCATION		78	69	35	73
COMBINED CURRICULUM		80	81	45	77

C. FOLLOWING ARE THE 10 SKILLS CONSIDERED TO BE MOST IMPORTANT TO A TEACHER S ABILITY TO INDIVIDUALIZE INSTRUCTION.

INDIVIDUALIZED	YOUR RATINGS	PROJ/GRADE MEANS	YOUR SCHOOL MEANS	PRINCIPAL SCHOOL RATING	TOTAL PROJECT MEANS
KNOWLEDGE	[redacted]	76	77	30	74
AWARNESS		83	82	25	79
PLANNING		79	83	25	76
MATERIALIZING		79	81	25	76
ORGANIZATION		79	80	25	76
UTILIZATION		80	85	40	79
FREEING		82	81	40	79
WORKING SMALL		84	86	35	86
FOLLOWING THROUGH		78	87	30	83
EVALUATION		77	86	25	79
COMBINED INDIVIDUALIZED	69	80	83	30	79

TEACHER [redacted] GRADE [redacted] SCHOOL [redacted] DATE 10-71

D. FOLLOWING ARE THE 10 SKILLS CONSIDERED TO BE MOST IMPORTANT TO CONTINUOUS GROWTH & SELF RENEWAL ON THE JOB.

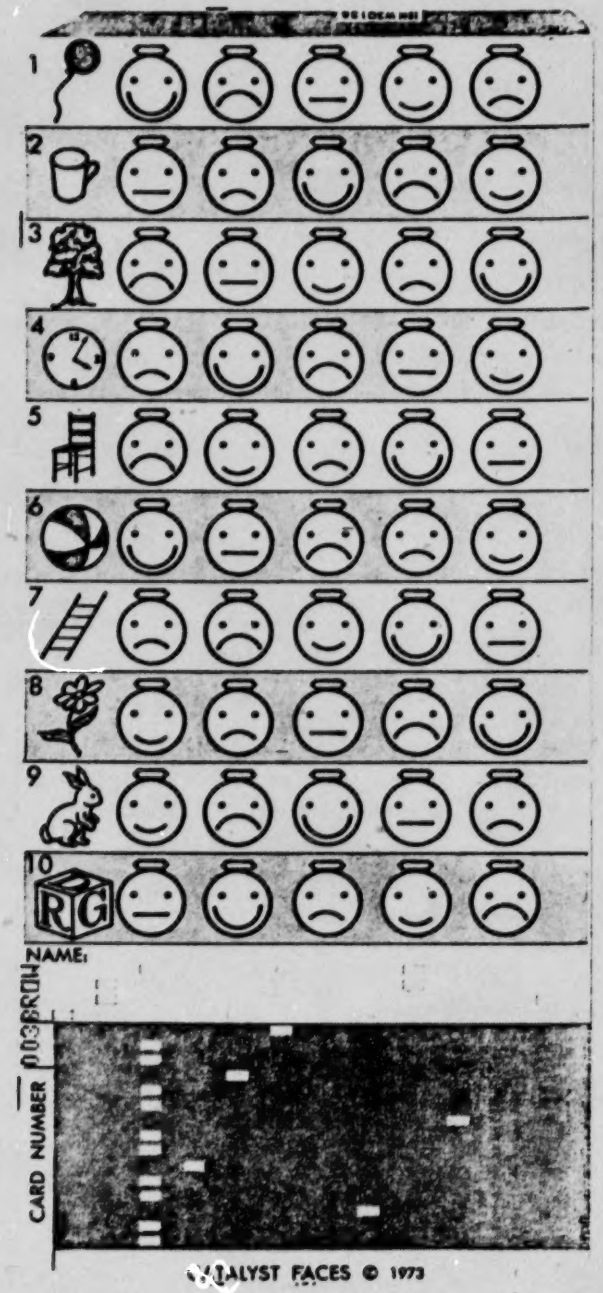
GROWTH & SELF-RENEWAL	YOUR RATINGS	PROJ/GRADE MEANS	YOUR SCHOOL MEANS	PRINCIPAL SCHOOL RATING	TOTAL PROJECT MEANS
SEEKING	[redacted]	83	84	65	83
SHARING		85	87	65	84
INNOVATION		85	86	65	84
MAKING TIME		76	73	65	75
COMMUNICATION		82	83	55	82
EVALUATION		79	78	75	78
LEARNING		79	77	60	78
TEAM TEACHING		85	76	40	73
RELAXATION		83	81	45	79
AWARENESS		84	86	35	84
COMBINED GROWTH & S.R.		82	81	57	80

E. FOLLOWING ARE THE 10 SKILLS CONSIDERED TO BE MOST IMPORTANT TO A TEACHERS ABILITY TO MEET THE NEEDS OF HANDICAPPED PUPILS IN REGULAR CLASSROOMS AS MUCH AS POSSIBLE.

ABILITIES	YOUR RATINGS	PROJ/GRADE MEANS	YOUR SCHOOL MEANS	PRINCIPAL SCHOOL RATING	TOTAL PROJECT MEANS
INDIVIDUALIZE	[redacted]	81	78	30	78
INTEGRATION		81	79	40	80
EVALUATION		77	77	30	79
PATIENCE/EMPATHY		84	79	40	83
MOTIVATION		82	78	50	80
TEAM TEACHING		82	77	90	74
PEER TEACHING		70	78	30	73
PARENT TEACHING		74	71	30	69
KNOWLEDGE		80	78	50	77
FLEXABILITY		86	88	60	85
COMBINED ABILITIES		80	78	45	78
AVERAGES (A THRU E)	[redacted]	81	79	62	79

QUESTIONS	YOUR RATINGS	PROJ/GRADE MEANS	YOUR SCHOOL MEANS	PRINCIPAL SCHOOL RATING	TOTAL PROJECT MEANS
TEACHER INTERPERSONAL SCALE					
RELATE TO PUPILS	[redacted]	85	85	70	86
RELATE TO PARENTS		83	82	80	82
RELATE TO STAFF		78	84	80	82
RELATE TO PRINCIPAL		79	72	85	79
COMBINED INTERPERSONAL		81	81	79	82
TEACHER SATISFACTION SCALE					
ENJOY YOUR JOB	[redacted]	92	87	80	90
LEARNING ON JOB		87	87	65	86
ACCOMPLISHING ON JOB		84	85	70	80
COMBINED SATISFACTION		88	86	72	85

APPENDIX C: Faces



PROJECT CATALYST – PUPIL AND TEACHER RATINGS (SMILING FACES)

TEACHER *Miss Peach* **GRADE** *1* **SCHOOL** *Pleasant School* **DATE** *10 - 71* **PAGE** *1*

PUPIL NUMBER	NAME		PUPIL RESPONSES** QUESTIONS* 1	4	7	2	5	8	3	6	9	TEACHER RESPONSES** QUESTIONS* 1	4	7	2	5	8	3	6	9
10-09-17-01	LONETT	**	50	75	50	50	100	75	75	50	75	50	95	75	50	100	75	75	75	75
10-09-17-02	ELLISON	A**	100	50	75	100	50	100	75	100	75	100	75	75	100	85	100	75	100	75
10-09-17-03	FORD	G	100	100	75	100	100	100	100	100	100	100	100	75	100	100	100	100	100	100
10-09-17-04	KEITH	W	100	75	75	75	75	100	100	100	100	100	75	75	75	90	100	100	100	100
10-09-17-05	PIER	A	100	75	75	75	75	100	100	100	100	100	75	75	75	75	100	100	100	100
10-09-17-06	HAYNES	D	100	100	100	100	100	100	100	100	100	75	100	80	100	85	80	100	100	100
10-09-17-07	WILLIAM	B**	50	100	100	100	100	100	100	100	100	50	100	100	100	100	100	100	100	100
10-09-17-08	BEARY	R**	50	75	75	25	50	100	100	100	75	50	75	50	25	70	50	100	100	75
10-09-17-09	HILL	A**	25	75	75	75	100	100	100	100	100	25	80	75	75	80	85	100	100	100
10-09-17-10	MICHEL	**	25	75	75	50	100	100	100	100	100	50	90	80	50	100	100	100	100	100
10-09-17-11	WYNDFOR	**	25	100	75	50	100	100	100	100	100	30	100	50	50	100	75	100	100	100
10-09-17-12	SCOTT	H**	25	50	100	100	100	100	100	100	100	50	80	80	100	100	100	100	100	100
10-09-17-13	DAVIS	N**	25	100	75	75	100	100	100	100	100	30	80	75	80	85	85	100	100	100
10-09-17-15	CAVART	S	100	100	100	75	100	100	80	100	100	100	100	90	75	100	90	80	100	100
10-09-17-16	PITRE	R**	100	25	50	100	75	25	100	0	100	90	25	50	90	75	35	100	0	100
10-09-17-17	LANIER	H	100	100	100	100	100	100	100	100	100	100	100	90	85	100	90	90	100	100
10-09-17-18	HAYNES	D**	100	100	100	100	100	100	100	***	***	100	100	100	100	100	100	100	***	***
10-09-17-19	TIMOTHY	**	100	100	100	50	100	100	100	25	100	100	100	90	50	100	90	100	25	100
10-09-17-20	ROBINSON	F**	50	100	75	100	100	100	100	100	100	50	100	75	100	100	80	100	100	100
10-09-17-21	LAWSON	K**	100	50	100	75	75	100	100	100	100	85	50	100	75	80	100	100	100	100
10-09-17-22	FRANCIN	**	100	100	100	50	100	100	100	25	100	100	100	85	50	100	100	100	25	100
10-09-17-23	RANCE	V**	100	75	75	75	100	75	75	75	50	95	75	75	75	85	75	75	75	50
10-09-17-24	FOUTENA	F	100	100	100	100	100	100	100	100	100	85	90	90	85	90	85	90	100	90
YOUR MEAN			75	83	84	78	91	92	96	85	94	75	85	79	77	91	87	95	86	94
PROJ/GRADE 1 MEAN 30 CLS			81	79	89	89	92	94	89	88	90	79	77	75	87	88	85	91	90	92
SCHOOL MEAN			83	79	87	86	88	89	89	85	88	75	75	80	82	85	83	88	88	89
PROJECT MEAN			82	80	87	86	90	91	85	89	90	80	78	78	86	87	86	88	90	90

NOTES – *QUESTIONS –
1 = HOW MUCH DO YOU LIKE SCHOOL
2 = HOW MUCH DO YOU THINK YOUR TEACHER LIKES SCHOOL
3 = HOW MUCH DO YOU THINK YOUR PRINCIPAL LIKES HIS HER JOB
4 = HOW WELL DO YOU GET ALONG WITH OTHER PUPILS
5 = HOW WELL DO YOU GET ALONG WITH YOUR TEACHER
6 = HOW WELL DO YOU GET ALONG WITH YOUR PRINCIPAL
7 = HOW MUCH HAVE YOU LEARNED IN SCHOOL
8 = HOW MUCH DOES YOUR TEACHER HELP YOU TO LEARN
9 = HOW WELL DOES YOUR PRINCIPAL DO HIS HER JOB

**PUPILS WHO MAY NEED HELP
***RESPONSE OF *** = NOT RATED

PROJECT CATALYST – PUPIL AND TEACHER SCORES OF PUPILS WHO NEED HELP

TEACHER *Miss Peach* **GRADE** *1* **SCHOOL** *Pleasant School* **DATE** *10 - 71* **PAGE** *1*

PUPIL NUMBER	NAME		PUPIL RESPONSES** QUESTIONS* 1	4	7	2	5	8	3	6	9	TEACHER RESPONSES** QUESTIONS* 1	4	7	2	5	8	3	6	9
10-09-17-01	LONETT		50		50	50				50		50			50					
10-09-17-02	ELLISON	A		50			50													
10-09-17-07	WILLIAM	B	50									50								
10-09-17-08	BEARY	R	50			25	50	50				50		50	25		50			
10-09-17-09	HILL	A	25									25								
10-09-17-10	MICHEL		25			50						50			50					
10-09-17-11	WYNDFOR		25			50						30		50	50					
10-09-17-12	SCOTT	H	25	50								50								
10-09-17-13	DAVIS	N	25									30								
10-09-17-16	PITRE	R		25	50			25		0			25	50			35		0	
10-09-17-18	HAYNES	D								***	***								***	***
10-09-17-19	TIMOTHY					50				25					50				25	
10-09-17-20	ROBINSON	F	50									50								
10-09-17-21	LAWSON	K		50									50							
10-09-17-22	FRANCIN					50				25					50				25	
10-09-17-23	RANCE	V									50								..	50
	TOTAL SCORES w/ 50 or less		9	4	2	6	2	2	0	4	1	9	2	3	6	0	2	0	3	1
	TOTAL NOT RATED		0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
	TOTAL PUPILS IN CLASS		23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
	PERCENTAGE OF PUPILS WITH SCORE OF 50 OR LESS OF –																			
	TOTAL CLASS		39	17	9	26	9	9	0	17	4	39	9	13	26	0	9	0	13	4
	SAME GRADE (All Schools)		21	19	8	9	6	3	7	11	10	8	10	9	3	2	2	2	2	2
	YOUR SCHOOL (All Grades)		18	21	11	13	11	12	9	15	11	13	12	8	7	5	5	4	5	4
	ALL PUPILS (All Schools)		18	19	10	12	8	7	13	10	9	10	12	11	4	4	4	3	3	3

NOTES – *QUESTIONS –
1 = HOW MUCH DO YOU LIKE SCHOOL
2 = HOW MUCH DO YOU THINK YOUR TEACHER LIKES SCHOOL
3 = HOW MUCH DO YOU THINK YOUR PRINCIPAL LIKES HIS HER JOB
4 = HOW WELL DO YOU GET ALONG WITH OTHER PUPILS
5 = HOW WELL DO YOU GET ALONG WITH YOUR TEACHER
6 = HOW WELL DO YOU GET ALONG WITH YOUR PRINCIPAL
7 = HOW MUCH HAVE YOU LEARNED IN SCHOOL
8 = HOW MUCH DOES YOUR TEACHER HELP YOU TO LEARN
9 = HOW WELL DOES YOUR PRINCIPAL DO HIS HER JOB

RESPONSE OF * = NOT RATED, NUMBER RESPONSE = HELP NEEDED

STEPS TO SUCCESS

The key: Help one another!

GOALS: A major goal of Project Catalyst is for educators to share their ideas and moral support with one another – so that each person grows in self-esteem, interpersonal relations, and professional skill.

The major other goal is for educators to help pupils who are having academic, interpersonal and/or personal difficulties in regular classrooms.

INTRODUCTION

STEPS TO SUCCESS was designed as an aid for teachers who wanted a "roadmap" to help them reach their professional goals.

Most of the STEPS are basic ones which appear in other goal-oriented processes. However, in keeping with the Catalyst goals of increased sharing of ideas and support among colleagues, STEPS TO SUCCESS also emphasizes professional exchange among fellow educators.

The booklet consists of ten sequenced steps. The booklet, according to teachers who have used it, is most effective when all steps are completed in the suggested order *as* a project is carried out.

The best procedure seems to be:

(1) Read through the entire booklet first,
(2) Think about how you would like to proceed, and
(3) Complete the booklet *as you go along* in your project.

There are two basic ways that the booklet is used:

(1) Small groups decide to meet periodically during a semester for purposes of learning from and supporting one another. Some of their meetings are devoted to activities such as exchanging math games or discussing behavior modification techniques. Every second or third meeting, members of the group bring their STEPS booklets, report their STEPS progress, and ask the group for constructive suggestions.

(2) Individuals use the booklet for an independent project, calling on resource people as needed.

Best wishes for an exciting and successful project!

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STEP 1: STUDY INITIAL DATA

( ) A. Study your CATALYST CLASSROOM & SCHOOL PROFILE print-outs as a whole.

( ) B. In particular, study *your* PUPIL, TEACHER and PARENT results in the INTERACTION, DECISION, RESPONSIBILITY and GROWTH areas.

( ) C. Select one area of special interest for *each* of the three categories (PUPILS, TEACHERS and PARENTS) and list them below:

1. Pupils: _____
2. Teachers: _____
3. Parents: _____

( ) D. For each of these three interests, consider:

(1) How valid are the data? It may be that additional information (e.g., criterion referenced tests, "Faces" results, etc.) is required to clarify interests and/or concerns.

(2) How manageable, in terms of time and other resources, are the goals you are considering?

(3) How would you know when you have reached these tentative goals?

(4) Who is available on your staff to assist you in meeting your tentative goals?

(5) How closely related to your school's goals are the personal goals you are considering?

( ) E. When you have checked off all items above, please sign your name below and check off STEP 1 on your front sheet.

_____ _____

Signature Date Completed

STEP 2: SET GOAL

( ) A. Refer to work of STEP 1 and decide upon just *one* goal to work on. It can be a pupil, a teacher or a parent goal.

( ) B. Now write out your goal. A "goal" is a *broad* statement of what you want to achieve. (You'll be asked to get more specific later.)

For example: "I want to increase my pupils' liking for school," or "I want to increase my ability to teach reading."

_____

_____

_____

_____

( ) C. When you have checked off all items above, please sign your name below and check off STEP 2 on your front sheet.

_____ _____

Signature Date Completed

STEP 3: IDENTIFY RESOURCE PEOPLE

( ) A. In a group of your choice, including at least 2 colleagues from your building, state your goal.

( ) B. Ask for at least one *volunteer* from the group to help you reach your goal.

( ) C. Also, ask the group to recommend at least one other person on your staff who might help you to meet your goal.

( ) D. Then ask and secure the help of at least one person who was *recommended* by the group to help you reach your goal.

( ) E. Ask the people who agree to help you reach your goal to sign their names here (at least *two* people):

_____

_____

_____

_____

( ) F. When you have checked off all items above, sign your name below and check off STEP 3 on your front sheet

_____ _____

Signature Date Completed

STEP 4: ARRANGE MEETINGS

( ) A. Think about the best times, places and purposes for meeting with your resource helpers.

During your first meeting, discuss the concepts outlined in *Teaching Triads**, pages 31-48, in context with your goal. Ask your resource people to study those pages before the meeting.

( ) B. Arrange an initial planning meeting with your helpers, clearly stating time, place and purpose of the meeting.

( ) C. Hold your planning meeting. Date:_____ Time: _____

( ) D. Write times, places and purposes of future meetings agreed upon with your resource people and provide copies to each.

Include at least three meetings during the semester in which you will report progress to your group and solicit their ideas. (Depending upon your needs, have more or less than six meetings.)

MEETINGS

	Date	Time	Place	Purpose
1.				
2.				
3.				
4.				
5.				
6.				

( ) E. When you have checked off all items above, please sign your name below and check off STEP 4 on your front sheet.

_____ _____

Signature Date Completed

*_Teaching Triads_ by Keith Beery. San Rafael, Calif.: Dimensions Publishing Co., 1972. Your principal has copies of _Triads_ for you to borrow.

STEP 5: TASK ANALYSIS

( ) A. Refer to your goal in STEP 2 and, with help from your resource people, make a list of what you think are the important substeps required to reach the goal.

( ) B. List the substeps in what you think is a proper *sequence**, from first to last. This is your 'task analysis," "task ladder" or "continuum" (people use different words for it). You may list more or less than 10 substeps.

Substep 10: _____

" 9: _____

" 8: _____

" 7: _____

" 6: _____

" 5: _____

" 4: _____

" 3: _____

" 2: _____

" 1: _____

( ) C. When you have checked off all items above, please sign your name below and check off STEP 5 on your front sheet.

_____ _____

Signature Date Completed

STEP 6: STATE OBJECTIVE

( ) A. Refer to your task ladder in STEP 5 and think about one specific measurable objective that would *partially* fulfill your goal.

*See pages 33-37 in *Triads*.

Now is the time to think *small!* Since you probably cannot meet your broad goal entirely, what is an important *part* of the goal on which you can succeed in a fairly short period of time?

Example A: "When given a repeat of the Catalyst "Faces" test in May, 1973, 100% of my pupils will mark the 'Like School' item at 75 or higher."

Example B: "Given a group of my 6 lowest readers and the Distar I reading materials, I will be rated 'excellent' in 2 out of 3 lesson demonstrations selected and rated by a teacher who has at least one year of experience teaching Distar. The lesson selection will be made just 10 minutes before each demonstration."

( ) B. With *help* from your resource people, write your objective below:

_____

_____

_____

_____

_____

( ) C. Does your objective meet *all* three of these requirements?

( ) 1. Defines circumstances clearly.
( ) 2. Identifies *observable* behavior.
( ) 3. Gives a measurable (countable) criterion for success.

*( ) D. If the objective does not meet the 3 conditions, you and your group should rewrite until they do.

( ) E. When you have checked off all items above, please sign your name below and check off STEP 6 on your front sheet.

_____ _____

Signature Date Completed

*Once you learn how to write measurable objectives, it is easy to do, but most people have difficulty with this important skill at first. It would probably be helpful for everyone if one or two teachers study pages 38-44 of *Triads* and lead a brief (e.g., 45-minute) practice session for *all* staff on how to do it.

STEP 7: BASELINE MEASURE

( ) A. Refer to your criterion measure stated in STEP 6.

( ) B. Administer your criterion measure *before* you begin to teach towards your objective. This gives you your *"baseline."* (Getting the baseline measure often does as much as anything else in helping you to reach your objective, as it sets clear expectancies.)

( ) C. Write the results of your baseline measure here:

Example: "70 percent of my pupils rated themselves 75 or higher on the 'Faces' test item, 'Likes School,' when I gave it on October 20, 1972."

_____

_____

_____

_____

( ) D. Did the results change your mind about your objective? (Are your expectations too high or too low? Does your measurement device need improvement? If so, make the appropriate changes and re-write all previous steps affected.)

( ) E. When you have checked of all items above, please sign your name below and check off STEP 7 on your front sheet.

_____ _____

Signature Date Completed

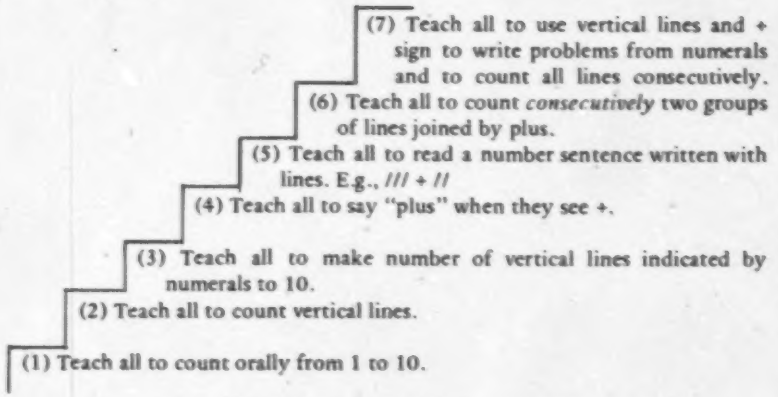
STEP 8: DESIGN METHODS

( ) A. With *help* from your resource people, design a *specific* program for reaching your objective.

( ) B. If at all possible, include observation by and/or team teaching with one of your resource people in the method. (See *Teaching Triads* for ways that this can be done.)

( ) C. On a fresh piece of paper, draw YOUR "step chart" for reaching your objective. Use as many steps as necessary to specify the important steps needed to be done to reach YOUR objective. Attach your chart to this booklet.

Example Objective & Chart:
Given a worksheet with 5 problems containing two one-digit numbers whose sum is 10 or less, all of my pupils will add 4 of the 5 problems correctly (within 2 minutes) by December 15, 1972.


(7) Teach all to use vertical lines and + sign to write problems from numerals and to count all lines consecutively.
(6) Teach all to count *consecutively* two groups of lines joined by plus.
(5) Teach all to read a number sentence written with lines. E.g., /// + //
(4) Teach all to say "plus" when they see +.
(3) Teach all to make number of vertical lines indicated by numerals to 10.
(2) Teach all to count vertical lines.
(1) Teach all to count orally from 1 to 10.

( ) D. *Write out* the details of your method for accomplishing each step. Attach these written plans to this booklet.

( ) E. When you have checked off all items above, sign your name below and check off STEP 8 on your front sheet.

_____ _____

Signature Date Completed

STEP 9: TEACH TO YOUR OBJECTIVE

( ) A. Begin teaching towards your objective by following your methods designed in STEP 8.

( ) B. Revise your methods (if necessary) as you go along, but if you make changes, make *notes* about how and when you changed.

( ) C. Consider giving your criterion test again from time to time so that you have a way of knowing what progress you're making. If you do this, record the results here:

Baseline results: _____

1st Retest: _____

2nd Retest: _____

( ) D. Report your progress and problems to your resource people from time to time. Get their ideas. Let them learn from your work. Enter dates of these reports below:

1. _____
2. _____
3. _____
4. _____

( ) E. When you have checked off all of the items above, please sign your name below and check off STEP 9 on your front sheet.

_____ _____

Signature Date Completed

STEP 10: MEASURE AND SHARE SUCCESS

( ) A. Give your criterion test for the last time.

( ) B. Write the final results here:

Example: "95 percent of my pupils rated themselves 75 or higher on the 'Likes School' item on the 'Faces' test given May 15, 1973."

( ) C. If you were not totally successful, indicate how you would improve your approach next time:

( ) D. Congratulate yourself!

( ) E. Congratulate your resource people.

( ) F. Share verbally with others what you did. It may be "just the very thing *they* are looking for."

( ) G. Please send a copy of STEP 7 and 10 to Catalyst.

( ) H. When you have checked off all items above, please sign your name below and check STEP 10 on your front sheet.

( ) I. Place your booklet on file with the school principal so that others can refer to and profit from your work.

_____ _____

Signature Date Completed

THE CATALYST CLASSROOM AND SCHOOL PROFILES NO. 1

Miss Peach GRADE: *1* NOV. 1972 PRINCIPAL OF *Pleasant School*

	INTERACTION	DECISION	RESPONSIBILITY	GROWTH
	123456789	123456789	123456789	123456789
PUPILS	1	.....	.....	.....
	2	.....	.....	.....
	3	.....	....	.....
TEACHERS	1.	.....	.....	.....
	2...	.....	.....	.....
	3..	.....	.....	.....
PRINCIPAL	1..	....	....	....
	2.....	...	....	.....
	3...	....	.....	.....
PARENTS	1.....	..	.	.....
	2.....	..	...	.....
	3....	..	..	....
SCHOOL	1..	....	.....	.....
	2.....	.....	.....	.....
	3.....	....	.....	.....

PRESENT LEADERSHIP .... Q34 READING .....
DESIRED LEADERSHIP ..... Q1 READING .....
OVERALL 1...2...3...4...5...6 7 8 9

	INTERACTION	DECISION	RESPONSIBILITY	GROWTH
	123456789	123456789	123456789	123456789
	1.....	..	.	.....
	2.....	.	..	.....
	3.....	..	..	.....
	1..	.....	...	....
	2.....	.....	..	.....
	3.....	....		.....
	1..	.....	....	....
	2.....	...	....	.....
	3...	..	.....	.....
	1.....	.	..	.....
	2.....	.	...	.....
	3..	.	..	.....
	1..	...	...	.....
	2.....	.....	.....	.....
	3.....	..	..	.....

LEADERSHIP ..... Q34 READING .....
LEADERSHIP ..... Q1 READING .....
1...2...3...4.. 5 6 7 8 9

FACULTY COMPOSITE (*12* TEACHERS) *Pleasant School*

PUPILS	1.....	...	..	.....
	2.....	....	...	.....
	3.....	....	.....	.....
TEACHERS	1.	.....	...	.....
	2.....	.....	....	.....
	3....	.....	.....	.....
PRINCIPAL	1..	.....	....	....
	2.....	....	....	.....
	3...	....	.....	.....
PARENTS	1...	..	.	.....
	2...	.	..	.....
	3..	.	..	.....
SCHOOL	1..	.....	...	.....
	2...	.....	.....	.....
	3...	.....	....	.....

PRESENT LEADERSHIP ..... Q34 READING .....
DESIRED LEADERSHIP ..... Q1 READING .....
OVERALL 1...2...3...4.. 5 6 7 8 9

CONSORTIUM COMPOSITE (*164* TEACHERS)

	1....	....	....	.....
	2.....	....	....	.....
	3.....	.....	.....	.....
	1...	.....	....	.....
	2.....	.....	.....	.....
	3....	.....	.....	.....
	1....	.....	....	.....
	2.....	.....	.....	.....
	3...	.....	.....	.....
	1...	..	..	.....
	2...	..	..	.....
	3..	..	..	.....
	1....	.....	...	.....
	2...	.....	.....	.....
	3...	.....	....	.....

LEADERSHIP ..... Q34 READING .....
LEADERSHIP ..... Q1 READING .....
1...2...3...4.. 5 6 7 8 9

INTERPRETATION OF
The Catalyst Classroom and School Profiles

Education has lacked a visible and concise, yet comprehensive and process-oriented means for measuring the growth of individuals, classrooms and schools. The consequences of this shortcoming have been far-reaching! Professional educators can communicate among themselves and with the public rather easily about the "things" of schools, since budgets, materials and construction plans can be printed for all to see. We have focused inordinately upon these accoutrements and wandered rather aimlessly with regard to more central *educational* goals, processes and outcomes.

As explained in greater detail in the Profile Handbook, we believe that *people* and the nature of their interactions are the foundations of quality education, particularly in a participative democracy.

On the preceeding page is a replica of a Profile computer printout for one teacher in Catalyst who rated her own pupils, herself, her principal, her parents and the school. The printout is divided into four quadrants as follows:

Upper left:	The Teacher's own data
Upper right:	The Principal's perception of the school as a whole
Lower left:	The average of the schools' faculty
Lower right:	The average for all teachers in 10 Catalyst schools

Results are reported in stanines (similar to percentiles), with one dot on an item representing the lowest stanine and nine dots representing the highest stanine according to questions and criteria in the Profile Handbook. In essence, the questions are the same for Pupils, Teachers, Principals, Parents and the School (as a whole) as follows:

	INTERACTION	DECISIONS	RESPONSIBILITY	GROWTH
1.	Population Mix	Goals	Teaching	Skills*
2.	Age Mix	Methods	Learning	Interpersonal
3.	Sex Mix	Results	Environment	Personal

There are a few additional items at the bottom of each quadrant:

PRESENT LEADERSHIP:	Perception of the Principal's management style.
DESIRED LEADERSHIP:	How the rater would prefer the Principal to function (1 = autocratic, 9 = participative).

Q34 READING: Proportion of pupils reading at or above 50th percentile
Q1 READING: Proportion of pupils reading in bottom quartile

OVERALL: Arithmetic average of all scores.

*Composite of six subskills for *Individualized Learning*.

Overall

The teacher sees her class and herself as about 5.4 on the 9 point scale, in contrast to the 4.4 which both the principal and the faculty see their school as a whole and in contrast to the 4.6 that all 164 teachers in the consortium see themselves (on the average).

Leadership

The teacher sees the principal's present management style as about a 4, although the principal and the faculty as a whole see his style as about a 7 (rather participative). The teacher desires that the principal be *more* participative, as do the principal and the rest of the faculty.

Reading

The teacher reports considerable success in reading achievement, and seems to have relatively few pupils reading in the bottom quartile.

Body of the Profiles

A number of differences between the teacher's perceptions and those of the principal, faculty and consortium can be noted: She sees her pupils having more interaction with pupils who are different, her pupils making more decisions and herself taking more in-school and cross-school responsibility. She sees less interaction among teachers who are different.

The principal's perceptions are similar to the faculty's, but he sees less pupil decision-making and responsibility. Both the principal and the faculty see their school doing about as well, overall, as other schools in the project, with more growth in some areas than others.

This classroom and school, like others in the consortium, shows less school-community interaction than might be desired. This may be a general area in which the teacher and/or school as a whole might wish to work in the current year.

Growth Skills

A further breakdown in individualization skills is shown on the following page, again by Pupils, Teachers, Principal, Parents and School:

PUPILS:	How well pupils have learned to individualize their *own* learning.
TEACHERS:	How well teachers are individualizing instruction for pupils.
PRINCIPALS:	How well principals are individualizing for teachers
PARENTS:	How well parents individualize for their children.
SCHOOL:	How well the district individualizes for the school

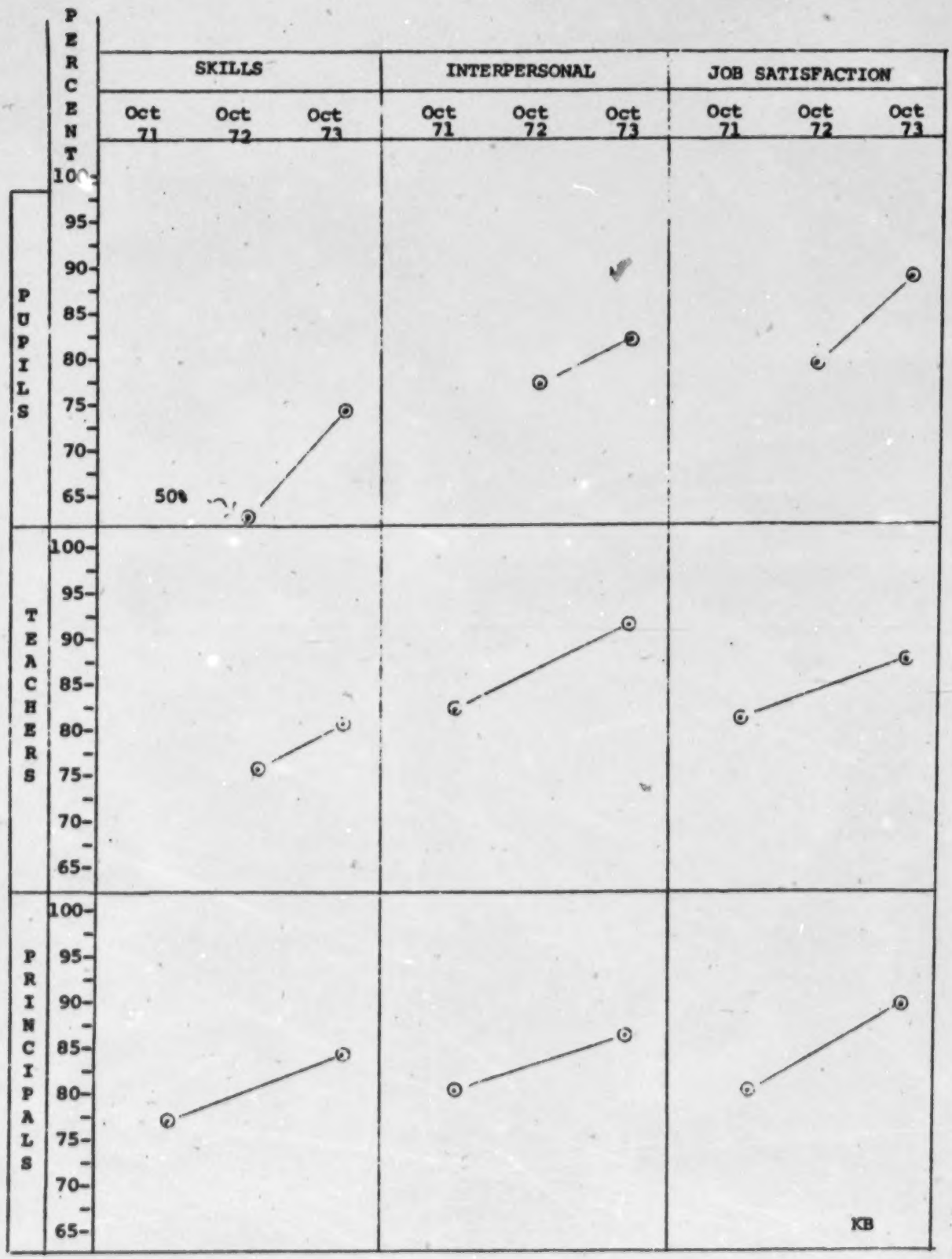
SKILLS GROWTH SUMMARY

Miss Peach *Pleasant School* GRADE: *1* NOV. 1972 NO. *1*

		YOUR CLASS	WHOLE SCHOOL	PRINCIPAL	CONSORTIUM
		123456789	123456789	123456789	123456789
PUPILS	NEEDS ASSESSMENT	....	...	...	....
	ORGANIZATION	...	...	...	....
	COMMUNICATION	.....	.....	....	.....
	INDIVIDUALIZATION	...	....	.....	.....
	POSITIVENESS	.....	....	.....	.....
	EVALUATION	.....	....	..	.....
		123456789	123456789	123456789	123456789
TEACHERS	NEEDS ASSESSMENT	.....	...	.	.....
	ORGANIZATION	.....	....	.	.....
	COMMUNICATION	.....	...	.	.....
	INDIVIDUALIZATION	.....	.....	.....	.....
	POSITIVENESS	.....	.....	.....	.....
	EVALUATION	.....	.....	.	.....
		123456789	123456789	123456789	123456789
PRINCIPAL	NEEDS ASSESSMENT	..	..	..	....
	ORGANIZATION	..	..	..	....
	COMMUNICATION	..	..	..	....
	INDIVIDUALIZATION	.	..	.	.....
	POSITIVENESS	.....	.....	.....	.....
	EVALUATION	.	.	.	....
		123456789	123456789	123456789	123456789
PARENTS	NEEDS ASSESSMENT	....	....	...	.....
	ORGANIZATION	...	...	..	....
	COMMUNICATION	.....	...	...	....
	INDIVIDUALIZATION	....	....	.....	....
	POSITIVENESS	...	....	.....	.....
	EVALUATION	...	...	..	...
		123456789	123456789	123456789	123456789
SCHOOL	NEEDS ASSESSMENT	.....	....	.....	.....
	ORGANIZATION	...	....	...	....
	COMMUNICATION	.....	.....	.....	.....
	INDIVIDUALIZATION	.....	.....	.....	.....
	POSITIVENESS	.....	.....	.....	.....
	EVALUATION	.....	.....	.	.

APPENDIX F: Rating Results

GROWTH AS PERCEIVED BY CATALYST PRINCIPALS, TEACHERS & PUPILS (COMPOSITE)



Data are averages from Profiles and Faces rating. Some Oct 71 and all May 1974 data are missing because evaluation instruments were modified at those times.

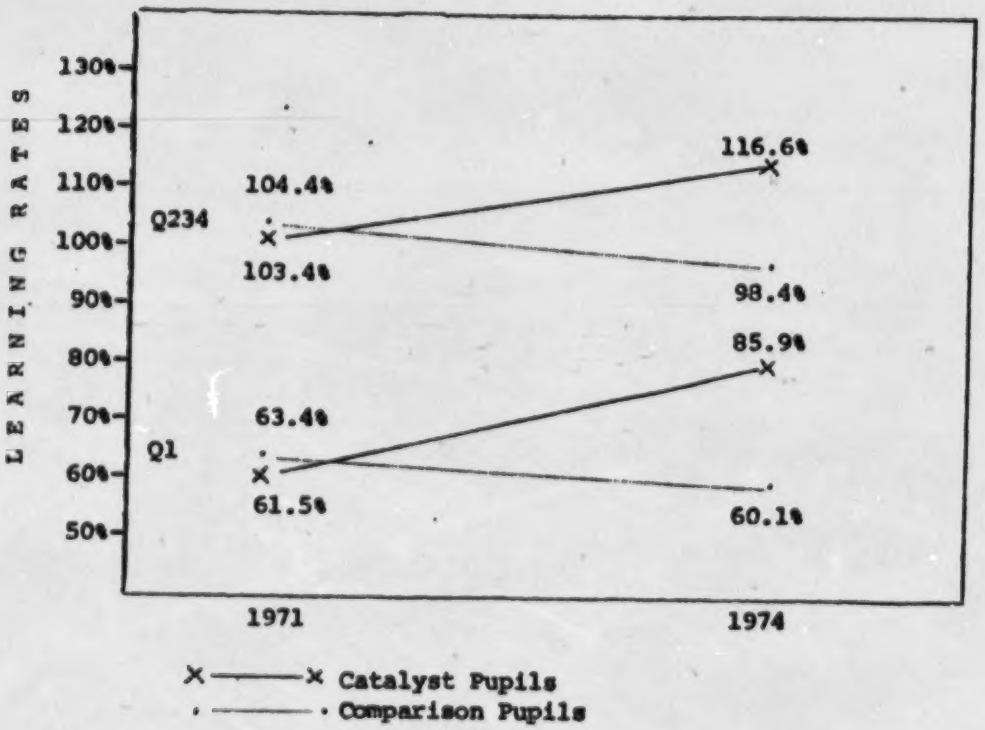
APPENDIX G: Catalyst Reading Results

1971-1974

Comparisons are for random samples of pupils who were in the 6th grade during 1973-74 and who had attended the same schools for all three years of the original study. This is the only group of pupils for whom the same pre and post-tests for reading were available.

Results are based upon Total Reading scores at pre-test (October, 1971) and at post-test (May, 1974) from the Cooperative Tests of Basic Skills.

The Q1 group are pupils who scored at or below the 25th percentile (national norms) in October, 1971. This is our "handicapped" group, a composite of pupils in and out of special programs. The Q234 group are pupils who scored above the 25th percentile in 1971, the "normal" group.



The results are reported i n terms of learning rates. The pre-rate was determined by dividing each pupil's grade equivalent score on the test by his current grade placement in school. For example, if a child obtained a 2.1 grade equivalent score on the test, this was divided by his grade placement at time of testing, 4.1, for a learning rate of 51.2%. The post-rate was determined by dividing the tested grade equivalent gain between 1971 and 1974 by 2.7, the number of years and months of school elapsed between pre and post-tests.

For both the "handicapped" and "normal" groups, rates of learning in the Catalyst schools ended about 20% higher than those for pupils in comparison schools.

APPENDIX H: T.L.C.

GROWTH ENVIRONMENT

PROCESS/PRODUCT MODEL

Teaching/Learning/Caring Matrix

LEARNERS

TEACHERS	Superintendent	District Personnel	Principal	Teacher	Pupil	Parent
PARENT						▒
PUPIL					▒	
TEACHER				▒		
PRINCIPAL			▒			
DISTRICT PERSONNEL		▒				
SUPERINTENDENT	▒					

1. To what extent are these interactions occuring?
2. To what extent should they occur?
3. How can the T/L/C needs be met?

▒ Peer teaching focus.

□ Building level focus.